



SEND INFORMATION REPORT

Reviewed: Autumn 2023 Review Frequency: Annually

Approved by: Board of Trustees

Introduction

This SEND Information report is part of the SEND strategy within Aspire Academies Trust and is partnered with the SEND policy. The report details the provision available for pupils with Special Educational Needs and Disabilities. Each school will outline provision for pupils with SEND in greater detail by completing the form at the end of this report; they will publish this on their websites. They will make clear how pupils are identified, assessed and provided for.

Aspire Academies Trust strives to ensure that the information contained in the SEND information report is easily accessible to young people and parents and is set out in clear, straight forward language, so that they understand the provision that is available, how parents may support their child and how they and their child can contribute to decision making.

Links to other policies

- SEND policy
- Supporting pupils with medical conditions policy
- Intimate care policy
- Behaviour policy
- Child protection policy
- Anti-bullying policy
- Equality, diversity and inclusion policy

Legislative Context

The Children and Families Act 2014 requires the proprietors of academy schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities and the outcomes for these pupils.

The information must be updated annually and any changes occurring during the year must be updated as soon as possible. The information required is set out in the SEND Information Regulations and reflects information required for the local offer.

The statutory duties on schools under the Equality Act (2010) remain. Schools must not discriminate, and they must make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

“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 has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools (or post 16 institutions)

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.”

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

Aspire Academies Trust adheres to the requirements of the Equality Act 2010 in relation to disabled children and young people: These are as follows:

- We will not directly or indirectly discriminate against, harass or victimise disabled children and young people
- We will not discriminate for a reason arising in consequence of a child or young person’s disability
- We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Further details in relation to our duty to comply with the Equality Act can be found in our Equality and Diversity Policy.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Aspire Academies Trust also has regard to statutory guidance re supporting pupils with medical conditions (DfE 2014). Please refer to the Trust’s Policy.

Individual Academy SEN Offers can be found within the template below, on each school’s website.

Academy SEND Information Report

All children are welcomed at Aspire Academies Trust whatever their abilities and needs. Aspire Academies Trust is committed to providing an appropriate and high-quality education for all pupils. We believe that all children, including those identified as having Special Educational Needs and Disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We aim to raise the aspirations and expectations of all pupils, including those with SEND.

We acknowledge that a proportion of pupils will have Special Educational Needs or Disabilities at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

At Hammond Academy

- **The Assistant Head for Inclusion is: Mr M Beach**
- **the Special Educational Needs Co-ordinator (SENDCO) is: Mrs D Bloomfield**
- **The Governor responsible for SEND is: Mr S Bolton**

Our SENDCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN.

If you have any concerns regarding SEND matters do not hesitate to contact the academy.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

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| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASD | Autistic Spectrum Disorder |
| CAF | Common Assessment Framework |
| CAMHS | Child & Adolescent Mental Health Service |
| CLA | Children Looked After |
| COP | Code of Practice |
| CP | Child Protection |
| DCD | Developmental Co-ordination Disorder |
| EAL | English as an Additional Language |
| EP | Educational Psychologist |
| EYFS | Early Years Foundation Stage |
| FSM | Free School Meals |
| HI | Hearing Impairment |
| ILP | Individual Learning Plan |
| EHCP | Education Health and Care Plan |
| KS | Key Stage |
| LA | Local Authority |
| LAAO | Local Authority Attendance Officer |
| MLD | Moderate Learning Difficulty |
| MSI | Multi-sensory Impairment |
| NC | National Curriculum |
| OT | Occupational Therapist |
| PSP | Pastoral Support Programme |
| SaLT | Speech & Language Therapy |
| SEMH | Social Emotional & Mental Health |
| SEN | Special Educational Needs |

| | |
|--------|--|
| SEND | Special Educational Needs & Disability |
| SENDCO | Special Educational Needs Co-ordinator |
| SpLD | Specific Learning Difficulty |
| VI | Visual Impairment |

The information contained in this report is aimed at addressing the following questions, frequently asked by parents. The report will be updated annually.

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| <p><i>“Staff are ambitious for the pupils at the school. They carefully adapt lessons to meet individual pupil’s needs, including pupils with special educational needs and/or disabilities.”</i></p> | <p>Our most recent inspection was in 2023, where we were rated ‘Good’ in all areas.</p> | <p><i>“A lot of effective work to improve provision has taken place in the school in a short time, by staff and leaders.”</i></p> |
| |  | <p><i>“For those pupils who want a quieter lunchtime, the pastoral team runs a lunch club, so all pupils can experience the lunchtime that suits them.”</i></p> |

• How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations will usually be identified through learner progress meetings during the year and closely monitored. Learners where progress is a concern will be monitored internally and their needs will be highlighted to all adults working with them supported by the Special Educational Needs Co-ordinator (SENDCo) who is employed for 4 days per week. Additional support will be put in place after discussion or assessments to check on any areas of difficulty that may have been identified. High quality teaching targeted at the areas of weakness will be put in place and the child’s progress monitored over time. Parents will be informed of this at parent consultations or earlier if necessary. If progress continues to be less than expected, it may be necessary to put in place additional support and a thorough assessment of a child’s needs takes place. This will be planned through liaison with the class teacher and the SENDCo. If there is an indicator of a range of learning difficulties then the child will be recorded as having special educational needs (SEN).

When new learners join our setting either the SENDCo, class teacher or pastoral support worker will liaise with previous settings or conduct home visits to identify and understand additional needs at the earliest point.

• How will school staff support my child?

If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected it may be necessary for the teacher to organise additional support or targeted interventions. This support could be extra group or individual support led by a trained adult. Adapted teaching resources may also be used. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer less frequent sessions a week depending on the need of each child. Initially any strategies/resources are collated and recorded on a Learning Passport; any interventions are planned with specific targets which are then recorded on the child’s Individual learning Plan. These documents are reviewed at least termly. It is the teacher’s responsibility to provide for children with SEND in their class and to follow the school’s procedures for identifying, assessing and making provision to meet those needs. Where the interventions involve teaching away

from the main class; the teacher still retains responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching. The SENDCo provides in school assessment of pupils, advice, monitoring, and links with outside agencies. All support and provisions are monitored, recorded and tracked on both CPOMS and Arbor. There is a school governor for SEND & Inclusion who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

- **How will I know how my child is doing?**

Learner on an Individual Learning Plan (ILP) will have at least termly meetings to agree targets and discuss next steps. In these meetings, we will share updated copies of Individualised Learning Plans and update you on your child's progress. These meetings will be led by class teachers and supported by the Inclusion team.

All learners have an end of year report which is sent out to parents/carers.

- **How will the learning and development provision be matched to my child's needs?**

An assessment which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupil's views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted, at an age appropriate level, through this process and are key to decisions about what support they feel will help them. In some instances this will require referring a child to access a specialist support service – the SENDCo refers to a range of external support services in education and health to access appropriate assessments and guidance for individual pupils.

- **What support will there be for my child's overall wellbeing?**

Within the Inclusion Team, Mrs Young and Ms Watson liaise and work closely with the Assistant Principal for Inclusion and the SENDCo. These staff are trained in a range of Pastoral Interventions including Protective Behaviours, Anger Management, Time to Be as well as being full trained licensed practitioners for the Thrive Approach. They work to provide support for children's social, emotional and mental health needs. The school has a consistent behaviour policy employing the Herts STEPs approach which all staff are trained in. Both the Behaviour Policy and Code of Conduct are published on the school website. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are overseen by the Assistant Principal (Inclusion) and Mrs McQuade for children with medical conditions. Information is shared with all staff that work with the child including lunch time staff. All children who require additional medical provision have a care plan which is reviewed at least annually and created in collaboration with medical professional advice.

- **What specialist services and expertise are available at or accessed by the school?**

- Strategies/support to develop independent learning
- Use of visual timetables, checklists, Now/Then boards, timers, personalised word mats, scaffolding for writing tasks
- Next steps marking to move pupils on
- Pre-teaching of vocabulary and new concepts
- Adapted and modified curriculum
- Peer support
- 'Chunking' of activities
- Use of individual success criteria

- Provision to facilitate/support access to the curriculum
- Teaching assistant time allocated within class as applicable
- One to one support from allocated staff
- Specialist equipment or reasonable adaptations to the environment
- Differentiated curriculum
- Assessments to identify barriers to learning
- Personalised Timetables
- Small group and/or 1:1 Interventions

- Access to a supportive environment – IT facilities/equipment/resources (incl. preparation)
- Specialist equipment made available when possible
- Use of IT programmes to support learning
- Pre teaching of strategies and vocabulary
- Prompt and reminder cards for organisational purposes
- Access to a Chromebooks

- Strategies to support/develop literacy, including reading

- Access to small teaching groups through deployment of teaching assistants
- External advice/assessment/programme development from SpLD Base specialist adviser
- 1:1 support in class or withdrawn by allocated teaching assistant
- Withdrawal for specialist one-to-one Specific Learning Difficulties teaching from trained TA following personalised intervention
- External advice and/or assessment from an Educational Psychologist
- Focused literacy and phonics Closing the Gap sessions
- Extra focused 1:1 reading sessions

- Strategies to support/develop numeracy
- Access to small teaching groups and targeted sessions Aspire Academies Trust SEND Information Report 2022
- External advice/assessment/programme development from SpLD Base specialist adviser
- 1:1 support in class or withdrawn by allocated teaching assistant
- Withdrawal for specialist one-to-one Specific Learning Difficulties teaching from trained TA following personalised intervention
- External advice and/or assessment from an Educational Psychologist

- Strategies to support social and emotional wellbeing
- Pastoral Support Worker
- Lego Therapy
- Protective Behaviours
- Friendship Groups
- Drawing & Talking
- Time to Be
- Anger Management
- Zones of Regulation
- Support from Thrive Licensed Practitioners
- STEPS behaviour approach – Roots and Fruits, anxiety mapping

- Thrive – PSHE curriculum
- Thrive 1:1 Interventions
- Thrive small group interventions
- Mindfulness Sessions (external provider – Happy Human Project / Relax Kids)
- DESC Outreach Support
- Watford Empower

- Planning and assessment
- Individual Learning Plans (ILPs) with termly reviews involving professionals, parents/carers and pupils
- Use of BARICS assessment tool for pupils working well below ARE
- Use of IAELD (Individual Assessment of Early Learning and Development) in Foundation Stage
- Education Health and Care plans with annual reviews

- Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports
- ILPs reviewed termly with parents, pupils and professionals in attendance to set new targets
- Liaison with a wide range of professionals within education and health authority
- Termly Parent's evenings
- Team Around the Family meetings (TAF)

- Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)
- A named member of the SLT leading for Mental Health & Emotional Well Being
- Meet and greet at the start of the day
- Class teachers available to discuss issues with parents
- Referrals to Child and Adolescent Mental Health Services (CAMHS) and Step 2
- Close working relationship with a Family Support Worker. Referrals made via school.
- Pastoral Interventions by trained staff

- Strategies to support/modify behaviour
- Adherence to the School Code of Conduct and Behaviour Policy
- Timetabled sensory breaks and access to safe spaces
- Discussions and agreements with parents
- Social Skills groups or individual work
- STEPS approach to behaviour management – all staff trained
- Predict & Prevent and Risk Reduction Plans
- Advice and/or support from external agencies such as Dacorum Education Support Centre (DESC), Communication & Autism Team (CAT), Early Years Team and Educational Psychologist

- Support/supervision at unstructured times of the day including personal care
- Team of mid-day supervisors for each playground
- Lunch Club provision inside facilitated by members of The Inclusion Team
- Playground passports and/or Social stories for those children which find playtime challenging

- Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs
- Referrals supported by SENDCo to GP
- Interventions from occupational therapists and physiotherapists
- Delivery of planned interventions by trained teaching assistant following guidance from physio & OT Teams

- Strategies/programmes to support speech and language
- Consultation access to an external Speech and language therapist for advice regarding assessments, interventions and therapy
- Early intervention and signposting – in class support following recommended Speech and Language strategies
- Pre teaching of vocabulary in groups or individually, interventions to support language and sentence structure from our specialist TA
- Wellcomm assessments and targeted interventions by Early Years Team
- Referrals made to the Speech Therapy Service by SENDCo in liaison with other professionals

- Support with assessments, referrals and interventions from part-time speech language therapist who works across the Aspire Academies Trust

Access to Medical Interventions

- Policy and guidance for administering medicines in place
- Individual protocols for pupils with significant medical needs and allergies
- Individual health care plans for pupils with specific medical needs – reviewed at least annually with input from medical professionals where relevant
- Access to a school nurse
- Staff trained in First Aid and Paediatric First Aid
- Staff trained in emergency procedures and the use of specialist equipment

What training have the staff, supporting children and young people with SEND, had or are having?

- The Assistant Principal for Inclusion and the SENDCo have completed the NASENCO qualification. This is the current nationally recognised qualification for SENCOS.
- All staff are trained in Safeguarding annually and in the Prevent strategy. There are five specially trained paediatric first aider for the school and six designated staff (DSPs) for safeguarding concerns.
- Two staff are trained in the support for children with diabetes.
- All staff have been internally trained on using Herts STEPS behaviour strategies with 6 members of staff trained externally as trainers. Early Years staff have been trained so that an accurate assessment of a child's language needs is done on entry to school and appropriate provision implemented.
- Other staff have received training in Speech and Language Support, Autism, dyslexia, dyscalculia, literacy and maths interventions, reading intervention, behaviour strategies. Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.
- All classroom staff are trained in the whole school Thrive Approach for social and emotional development. One member of the Inclusion Team is a Thrive Licensed practitioners.
- Any member of staff who delivers interventions in school has received training in the specific interventions they are teaching. These can be for a range of needs including literacy, numeracy, pastoral, physical and/or sensory. Staff attend relevant training as and when needs arise.

- **How will I be involved in discussions about and planning for my child's education?**

- We have an 'open door' policy where parents are usually able to speak to a teacher before or after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed.
- Working parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss.
- Parents are represented on the school governing body and there is also an active PTA in school. We also have a parent forum with representatives from each class.
- Parents are involved in termly reviews for children with Individual Learning Plans. (ILPs).
- The SENDCo can be contacted via the school office, by email (inclusion@hammondacademy.org.uk) or by drop in when she is available.

- **How will you help me to support my child's learning**

- Coproduction is at the centre of the Assess, Plan, Do & Review cycle. Parents are invited in termly to update them on progress and next steps for their child and how to support them to meet their targets/strategies and ideas.
- Curriculum Information is provided on our website so that parents are informed which topics will be covered and a meeting is held for all parents at the beginning of each year to meet the new teachers.
- Parents are invited to a class/year group assembly each term.
- The School facilitates access to a Family Aspire Academies Trust Support Worker who has access to a wide range of support from local agencies and services and is able to signpost parents effectively.
- The inclusion team invite parents in to coffee mornings.
- The SENDCo and class teacher make themselves available to discuss parental concerns and support parents in ways of helping their child at home.

- **How will my child be included in activities outside the classroom including school trips?**

- For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm.
- Whenever possible, all children with SEND are included on all school trips and when appropriate additional staff are deployed.

- Parents are consulted to ensure full participation and contribute fully to ensure active engagement of all children, with adaptations being made where necessary.
- Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

• **How accessible is the school environment?**

- The school is fully compliant with the Equality Act (2010) and reasonable adjustments are made for all children with SEND where necessary.
- The building is wheelchair accessible enable access to all parts of the school. It has disabled changing and toilet facilities.
- Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure children's health and physical needs are catered for within the school environment.

• **Who can I contact for further information?**

- The school has an Assistant Principal for Inclusion and a SENDCo who can be contacted by telephone and are available to meet with parents if you have any concerns about your child. You may feel it is more appropriate to speak to your child's teacher with any initial queries.
- To contact the inclusion team, please email: inclusion@hammondacademy.org.uk

• **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school (please refer to our school prospectus).
- The level of support offered is dependent on each child's needs, age and development. For year to year transition, in the summer term, we provide opportunities for our learners to visit their new classes. Some learners will be given a personalised transition booklet to support and prepare them for September.
- If you have any concerns that your child is worried about in terms of induction or moving on please contact the class teacher.
- In Year 6, we work closely with the secondary schools to ensure pupils get the opportunity to meet teachers from their new school and to attend transition days before moving on. For those pupils requiring additional transition support we access the transition programme facilitated by the DESC Outreach Team.

- **How are the school's resources allocated and matched to children's special educational needs?**

- The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to employ Teaching Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationary or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, an Educational Health Care Needs Assessment can be applied for. If the local authority agree to an Educational Health Care Plan (EHCP), then the children's needs will be assessed as part of the process and a budget will be allocated to school. Resources and support available for children with SEN can be found on the school website. (Local Offer for Hammond).
- The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

- **How is the decision made about how much support my child will receive?**

- We follow the graduated approach and support is individualised based on each child's needs. Support is adapted and reviewed at least termly.
- If your child has an EHCP, the level of funding will determine how much additional support is provided.
- Parents are consulted with termly about the support in place for their child.

- **How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

- The authority's local offer of services and provision for children and young people with SEN can be accessed at this web address www.hertsdirect.org/localoffer

- **How does the school evaluate the effectiveness of the provision made for children and young people with SEN?**

- Children are assessed at the beginning of any support, this is called the baseline. Following the additional support a further assessment is made – these can take many forms and can be presented not only in data (which is analysed by the SENDCo to assess impact) but in other factors such as increased engagement or improved self-esteem.
- Impact of provision is monitored by the SENDCo and reported to SLT and governors. If provision is not as effective as hoped it is changed and other strategies are tried.
- Provision is mapped across the school to ensure it is effective.

- **What can I do if I am dissatisfied with the provision made for my child?**

- In the first instance speak to your child's class teacher and if this does not resolve it please make an appointment to speak to the SENDCo.
- If you still have concerns, please book an appointment with the Assistant Principal (Inclusion)
- If you wish to make a complaint the school has a complaints policy which is available on the school website and a copy can be provided by the school office.