



## **New Horizons Children's Academy – Children first, Aspire, Challenge, Achieve**

### **Special Educational Needs and Disabilities (SEND) Information Report**

*September 2020*

SENCO: *Jolanta Studniarz*

SEND Governor: *Sarah Dawodu*

Contact: *0333 360 2115*

Dedicated SEND time: *0.6*

Medway Council's Local Offer:

[https://www.medway.gov.uk/info/200139/social\\_care\\_and\\_health/466/medway\\_s\\_local\\_offer/1](https://www.medway.gov.uk/info/200139/social_care_and_health/466/medway_s_local_offer/1)

At New Horizons Children's Academy, we believe that children only thrive when they are happy and feel safe in their environment. Therefore we work tirelessly to ensure that;

- There are high expectations for every child
- Every lesson matters therefore they should be exciting and motivate children to think and learn
- Every child is treated as an individual and with dignity
- Children learn to play and learn together understanding moral values of mutual respect, tolerance and personal responsibility

In order for this to happen, many steps are taken to support children through their learning journey.

We feel that quality first teaching methods are extremely important. However, some children need extra support in order for them to reach their full potential.

When this has been identified, the Inclusion Team will work with other staff in order to support children appropriately.

New Horizons Children's Academy's Inclusion Manager is Ms Studniarz. Ms Studniarz has a Special Education BA (Hon), Pedagogy MA (Hon) and Masters level in NASCO obtained at Middlesex University. Additionally, she successfully completed SENCO Specialist Qualification.

#### **Other members of the Inclusion Team**

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- Mrs Halstead – Attendance Officer
- Miss Johnson – Designated Teacher for Looked After Children
- Miss Martin – Teacher with specialism in ASD
- Miss Yeomans – SEND Admin Assistant
- Miss Eugene – Pastoral Support
- Mrs Hearn – Home School Support Worker
- Mrs Murphy – Headteacher

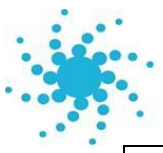


- Mrs Pinkos – EAL Coordinator

### **Glossary of commonly used acronyms**

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AAP	Attendance Advisory Practitioner
ADHD	Attention Deficit and Hyperactivity Disorder
ADD	Attention Deficit Disorder
ASD	Autistic Spectrum Disorder
BSP	Behaviour Support Plan
CAMHS	Child and Adolescent Mental Health Service
ChiN	Child In Need
CP	Child Protection
CT	Class Teacher
CoP	Code of Practice
C&L	Cognition and Learning
C&I	Communication and Interaction
DCD	Developmental Co-ordination Disorder
EHA	Early Help Assessment
EYFS	Early Years Foundation Stage
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EAL	English as an Additional Language
FSM	Free School Meals
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
ISR	In School Review
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
ODD	Oppositional Defiance Disorder
PR	Parental Responsibility
PD	Physical Disability
PMLD	Profound and Multiple Learning Disability
PP	Pupil Premium
SBSP	School Based Support Plan
SSG	School Support Group
SENSA	SEND Support Agreement
S&P	Sensory and/or Physical Needs
SPD	Sensory Processing Disorder
SLD	Severe Learning Difficulty
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities



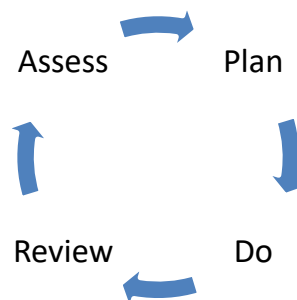
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
SaLT	Speech and Language Therapy
TA	Teaching Assistant
TAF	Team Around the Family
VI	Visual Impairment

## Whole School Approach

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High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** *Pupil's needs are assessed initially by their class teacher through their formative and summative assessments. If it is felt that any further advice is needed, pupils can be raised to the Inclusion Team who meet once every three weeks to discuss pupils within the school.*

*If further support is needed, pupils can then be raised at the In School Review which takes place three times a year and is attended by the school's Educational Psychologist and the Safeguarding Lead for the trust. During these meetings, it may be decided that a child will be placed on the SEND register or that an Education, Health and Care assessment will be applied for.*

**Plan:** *Following Inclusion Meetings or In School Reviews, recommendations for pupils are made and passed back to the class teacher.*

*If pupils are placed on the SEND register, a SEND Support Agreement will be compiled by the class teacher in conjunction with the Inclusion Manager, the pupil and parents/carers. This will outline targets as well as the support the pupil will receive.*



*Any extra support a pupil receives will be detailed on a Provision Map- a document that outlines all interventions and support that school provides for a child.*

**Do:** *Recommendations are then implemented by the class teacher as well as any other staff involved with the pupil, e.g. Teaching Assistant, EAL Coordinator, Pastoral Support Assistant.*

*Support detailed on SEND Support Agreements will be put in place and pupil targets will be worked on with the support of parents/carers. A child-friendly version of SEND Support Agreements are provided for the pupil to have access to so they are aware of what they are working towards.*

*Interventions detailed on Provision Map Writer will take place. They can be led by a variety of staff members, including Class Teachers, Teaching Assistants, the EAL Coordinator, the Emotional Literacy Support Assistant and the Home School Support Worker.*

**Review:** *In School Review update meetings are held within four weeks of the In School Review to ensure that recommendations have been put in place and to decide whether any further action needs to be taken.*

*SEND Support Agreements will be reviewed three times a year with parents/carers with new targets set and support reviewed each time.*

*Interventions on Provision Map Writer will be reviewed at the beginning of each term (every 6-8 weeks) to ensure that they remain appropriate and continue to have an impact.*

Having consulted with children, young people and their parents/carers, all our additional provision (internal or external) is based on an agreed outcomes approach.

## **Special Educational Needs and Disabilities**

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Children and young people's SEND are generally thought of in the following four broad areas of need and support:

### 1. Communication and interaction

- *Speech and Language Therapist employed for 18 days per year*
- *Teaching Assistant deliver various Speech and Language programmes for pupils who require Speech and Language support*
- *Outside agencies referred to when further support needed, e.g. Marlborough Outreach, and recommendations followed*
- *Lego Therapy interventions led by Pastoral Support Assistant*

### 2. Cognition and learning

- *High quality first teaching*
- *Educational Psychologist support available*
- *Interventions led by Teaching Assistants and Higher Level Teaching Assistants*
- *Support from outreach teams when needed, e.g. Dane Court*



- *Intervention programmes purchased and Teaching Assistants trained to deliver them in order to target specific cognitive needs, e.g. Catch up Numeracy, Lexia, Precision Teaching*

### 3. Social, emotional and mental health

- *Full time Pastoral support Assistant employed*
- *Educational Psychologist support available*
- *Home School Support Worker employed full time*
- *Social skills groups available*
- *Individual social skills and emotional support provided by Teaching Assistants, Home School Support Worker*
- *Support from outreach teams when needed, e.g. Bradfields, Marlborough*
- *Relevant staff trained in positive handling*
- *Weekly PSHE sessions*
- *Monday morning provision provided for pupils who find it difficult to come into school after the weekend*
- *Drawing and Talking Therapy for identified pupils*
- *Various programs supporting social and emotional needs led by TAs and Pastoral Support assistant*

### 4. Sensory and/or physical needs

- *Occupational Therapist employed for 6 days per year*
- *Occupational therapy recommended physical/sensory resources purchased*
- *Occupational therapist recommendations and physiotherapy plans followed by Teaching Assistant who works closely with Occupational Therapist in order to follow programmes*
- *Daily sensory circuit groups run by a Teaching Assistant*

**(Reference: SEND Policy January 2019)**

As of June 2020, we have 69 children or young people receiving some form of SEND Support.

#### **SEND Provision**

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Our approach to identification and assessment of special educational needs is set out in our SEND Policy, linked below:

<https://www.newhorizonschildrensacademy.org.uk/wp-content/uploads/2019/01/New-SEND-Policy-January-2019.pdf>

The policy sets out our approach to:

- The evaluation of the effectiveness of our provision for pupils with SEND;
- Our arrangements for assessing and reviewing the progress of pupils with SEND;
- Our approach to teaching pupils with SEND;
- How we adapt the curriculum and learning environment for pupils with SEND;
- The availability of additional support for learning that is available to pupils with SEND;



- How we enable pupils with special educational needs to engage in the activities of the school together with children who do not have special educational needs; and
- The support that is available for improving the emotional, mental and social development of pupils with SEND

### **Consulting with children, young people and their parents/carers**

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Involving parents/carers and learners in the dialogue is central to our approach and we do this through:

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
In School Review	Parents/carers Class Teacher Inclusion Team (Inclusion Manager, EAL Coordinator, Headteacher, Pastoral Support Assistant, Teacher with ASD specialism, Designated Teacher for Looked After Children, SEND Admin Assistant) Educational Psychologist TSAT Safeguarding Lead Assistant Headteachers	3x per year
Invites to follow up meetings after Parent's evenings	Parents/carers Inclusion Manager	2x per year
Meetings to review Health Care Plans	SEND Admin Assistant Inclusion Manager Parents/carers	1x per year (or more if health needs change)
Parent's evening	Parents/carers Class Teacher Inclusion Manager	2x per year
Reports	Pupil Parents/carers Class Teacher Assistant Headteachers	2x per year
SEND Support Agreement review and setting of new targets	Pupil Parents/carers Class Teacher Inclusion Manager	3x per year



There are external support services available for parents/carers of children with SEND. The contact details for these services are set out below:

- Children and Family Hubs in Medway – website:  
[https://www.medway.gov.uk/info/200170/children\\_and\\_families/323/choosing\\_childcare/4](https://www.medway.gov.uk/info/200170/children_and_families/323/choosing_childcare/4)
- Medway Autism Group and Information Centre (MAGIC) – phone: 01634 570706, website: <http://medway-magic.org/>
- Medway Family Information Service (FIS) – phone: 01634 332195, website: [https://admissions.medway.gov.uk/Synergy/fisd\\_welcome.aspx](https://admissions.medway.gov.uk/Synergy/fisd_welcome.aspx)
- Medway SEND Information, Advice and Support Service – phone: 01634 566303 website: <https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>
- Medway Community Healthcare – Child Health Service – website: <https://www.medwaycommunityhealthcare.nhs.uk/our-services/a-z-services/child-health-service>
- St. Augustine's Parent Support Group for Parents of Children with ADHD – phone: 01634 851312, website: <https://staspsg.wixsite.com/adhd/upcoming-meetings>
- The Challenging Behaviour Foundation – phone: 0300 666 0126, website: <http://www.challengingbehaviour.org.uk/>
- Young Minds – parents/carers helpline – phone: 0808 802 5544, website: <http://www.youngminds.org.uk/>

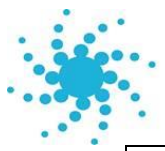
### **Staff contacts and development**

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The SEND provision within our school is co-ordinated by the SENCO. Our SENCO is Ms Studniarz who can be contacted via the school office.

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

<b>Area of expertise</b>	<b>Level</b>
Asthma Awareness for School Staff	n/a
British Sign Language	Level 2
Child Protection	Intermediate course
Child Psychology	Level 4
Childhood Studies with SEN specialism	Foundation degree – merit level
Designated Safeguarding Lead	n/a
Emergency First Aid at Work	Level 2



Implementing Practice when working with children with English as an Additional Language	Post-graduate – Level 6
MIDAS Minibus Driver Trained	n/a
Paediatric First Aid	Level 3
Positive Handling – Team Teach	n/a
Safer Recruitment	n/a
Social Work	BA Honours Degree
Special Educational Needs	BA Honours Degree National Award for SEN Coordination
Triple P Provider Accreditation	n/a

Support staff are supported through regular contact with their line manager, the Inclusion Manager. This ensures that support staff consistently know what is expected of them and what is happening within the academy. Regular meetings and training also take place.

### **Staff deployment**

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed based on their experience and expertise within different areas. It is important that staff feel able to support the pupils they are working with and understand the expectations of the pupils within their key stage. Through ongoing training, communication and support, we are able to ensure that our support staff are well equipped to successfully support our pupils to make progress and develop as individuals. When new staff are employed, we use the interview process to make decisions about where they should be placed based on their experience and the vacancies we have available within the academy. Sometimes it is necessary to move staff around year on year depending on pupil need and staff expertise.

### **Finance**

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We spend a proportion of our school budget on ensuring that the needs of pupils with SEND are met. Most of the notional SEND budget is spent on internal support and resources. However some is put aside to provide support from external agencies, such as:

- Educational Psychologist
- Occupational Therapy
- Speech and Language Therapy





## School Partnerships and Transitions

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The academy works with a number of external partners, these are listed later in this report.

The academy works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer.

Our academic assessment for children and young people with special educational needs is moderated with other academies within our trust as well as other Local Authority schools during Local Authority moderation meetings.

Our approach involves:

- Phone conversations between the previous or receiving schools prior to the pupil joining/leaving. These phone conversations are shared with Class Teachers to ensure that they are aware of the needs of any new pupil.
- Where a pupil may have more specialised needs, a separate meeting can be set up with Ms Studniarz, the previous school's SENCO and the parents/carers.
- Ms Studniarz always aims to meet parents/carers prior to their child joining the school or after they have started.
- All pupils attend at least one transition session where they spend some time with their new class and teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- A flourishing Parent, Teachers and Friends Association (PTFA) welcomes new members.
- A member of the senior leadership team always shows new families around the school and a follow up is made within six weeks to ensure that pupils settle quickly and families are welcomed.

## Complaints

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Our complaints procedure is linked below:

<https://www.newhorizonschildrensacademy.org.uk/wp-content/uploads/2019/04/Complaints-Policy-TSAT-2017-18032019.pdf>

*Last year we had three formal complaints that were dealt with following the complaints procedure.*

## Pupil Premium:

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The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. If you feel your child may be eligible for free school meals, please ensure you sign up for this in order for your child to receive the funding to help with their needs.



The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

Schools are held accountable for the spending of Pupil Premium through the decisions they make. This is measured through the performance tables which show the performance of disadvantaged pupils compared with their peers. Schools are also held accountable through the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who receive Pupil Premium funding.

### **Challenges last year**

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Challenges for our school have included the following:

- Continuing to support the transition of new pupils joining as we continue to grow and develop as an academy – this was addressed through ensuring that all new pupils/families were met by an Assistant Headteacher and induction forms were completed in order to ensure that all necessary information was passed on to the right people. This was then followed up within six weeks in order to ensure that the pupil had settled.
- Having a number of new Teaching Assistants join the school in and throughout 2019/2020. We have addressed this through securing a strong team of existing Teaching Assistants through good communication, regular meetings and training. New Teaching Assistants were assigned 'buddies' with strong existing Teaching Assistants. The Inclusion Manager has ensured that Teaching Assistants are clear on what is expected of them through familiarisation of the Teaching Assistant Standards 2016, setting of performance management targets related to the academy's priorities as well as regular monitoring through observations, book scrutiny and monitoring of interventions and pupil progress via Provision Map Writer.
- Developing the role of the Learning Mentor – this was addressed through careful selection procedures at shortlisting and interview stages, a strong induction programme, clear leadership from the Inclusion Manager, strong links with the Emotional Literacy Support Assistant, consistent and clear communication regarding pupil needs and necessary provisions, training and support provided from line manager, colleagues and outside agencies.
- Developing a Trust Primary Medway SENCo network in order to gain further support and align processes for SEND within the Trust – this ensured the beginnings of a more consistent approach across trust schools.
- Developing the use of TAs through deploying all TAs to subject specific interventions in the afternoons and developing the necessary subject knowledge through bespoke training and support – this had a positive impact on pupil progress and allowed TAs to develop their subject knowledge in a specific area.
- Developing the Inclusion Team further to include a teacher with an ASD specialism and a new Designated Teacher for Looked After Children – this has meant a wider



scope for supporting a range of needs and further support has been implemented because of this.

- Appointing a Pastoral Support Assistant with adequate knowledge and expertise in order to support a wider range of pupils with a wider range of needs – one of the candidates has been successful and has started her role in term 5.

### **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school this year include the following:

- Continue to work with other trust primary schools through the trust SENCo network.
- Developing the use of TAs so that some are trained in specific intervention programmes and others are used based on pupil need within year groups.
- Embed effective use of Precision teaching across all year groups.
- Further development of S&L provision

### **What is the Local Offer?**

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The Local Offer was first introduced in the Green Paper (March 2011) as a 'local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.'

### **What will it do?**

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The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group developed questions for schools, and trialled them with a small number of settings.

There are a series of questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are New Horizons Children's Academy's responses to these questions:

#### **1. How does New Horizons Children's Academy know if children need extra help?**

- Concerns may be raised by teachers or teaching assistants
- There may be a lack of progress
- There may be a change in the child's behaviour
- Parents/carers may raise concerns
- The child may not perform well in tests
- A pupil may be frequently asking for extra help



## **2. What should parents/carers do if they think their child may have Special Educational Needs?**

Initially, make contact with the Class Teacher regarding your concerns. Parents/carers can also make contact with Ms Studniarz (Inclusion Manager).

## **3. How does New Horizons Children's Academy support children with SEND?**

- Class Teachers plan for each child in their class. They will differentiate their teaching in order to meet individual needs. This differentiation may be through extra support in a small group from a Teaching Assistant.
- Interventions for specific areas of the curriculum will be planned for by the Class Teacher and monitored by the Inclusion Manager. Intervention groups will be run by the Class Teacher or the Teaching Assistant. These interventions could be for Maths, English, Handwriting, Fine Motor Skills, etc. Interventions are reviewed each short term (every 6-8 weeks). This allows staff to regularly monitor their impact and ensure that interventions remain appropriate. Interventions are recorded on a provision map which highlights the provision available for individual children.
- Pupil Progress Meetings are held each term. Within this meeting, the Class Teacher, the Senior Leadership Team and the Inclusion Manager meet to discuss the progress of all pupils. Further support and interventions are then planned from these discussions if necessary.
- If it is felt that a child requires extra support from an outside agency, then the Inclusion Manager will make a referral to them. These agencies are listed in question 9.
- Once this referral is made, the agency may observe or assess the child and then send a report to the school including recommendations. These recommendations are then shared with the Class Teacher who will put them in place for the child, as appropriate.
- The Governors at New Horizons Children's Academy are responsible for entrusting a named person, Mrs Murphy, to monitor Safeguarding and Child Protection procedures across the school. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

## **4. How will the curriculum be matched to a child's needs?**

- The Class Teacher will differentiate work to enable all children to access the curriculum.
- Teaching Assistants may work with children in small groups or on a one-to-one basis to focus on specific needs of children.
- Sometimes specialist equipment is provided for children in order to help them access the curriculum, for example pencil grips, writing slopes, move 'n' sit cushions, fiddle toys.

## **5. How will parents/carers know how their child is doing at school?**



- We have two parents' evenings within the year. This is an opportunity to discuss children's progress. Following parents' evening, parents/carers are invited to make an appointment with the Inclusion Manager if they feel they would like to discuss any concerns further.
- Parents/carers can informally speak to Class Teachers at the end of the school day, but if they require a longer meeting, they can arrange this with the Class Teacher directly or via the school office. In addition, parents/carers can request a phone call from their child's Class Teacher.
- Each child is given a contact book at the beginning of the school year. This can be used to exchange messages between home and school.
- SEND Support Agreements (SENSAs) are reviewed with children and parents/carers three times a year. These include targets set by the Class Teacher in consultation with the Inclusion Manager.
- Reports are sent out twice a year detailing children's attainment as well as next steps.

#### **6. How does New Horizons Children's Academy help parents/carers to support their child's learning?**

- Your child's Class Teacher may suggest ways of supporting your child's learning through messages in the contact book or at meetings or parents' evenings.
- Ms Studniarz, the Inclusion Manager, may meet with you to discuss how to support your child's learning at home or discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.
- The SEND Support Agreement also details a child's targets and the strategies being used in school. Once shared with parents/carers, a copy of this is sent home so that parents/carers can support children with achieving targets.

#### **7. What support will there be for my child's overall well-being?**

The school offers a variety of support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the Class Teacher, Teaching Assistant, Home School Support Worker and Inclusion Manager are available for pupils who wish to discuss issues and concerns.
- A full time Emotional Literacy Support Assistant works with a range of pupils to support them specifically with emotional difficulties.
- Social Skills groups are run for specific groups of pupils, where appropriate.
- A 'worry board' has a section for children to write and post concerns. The Home School Support Worker acts on these by talking with the pupil and addressing any concerns raised.
- All EYFS and KS1 classrooms have a 'safe space' in the form of a tent with resources provided for pupils to use when they wish to calm down, think or reflect on their behaviour and/or emotional wellbeing.



- All KS2 classrooms have a 'thinking area' with resources provided for pupils to calm down, think or reflect on their behaviour and/or emotional wellbeing.
- The Early Help Assessment (EHA) is used to support the wellbeing of a child and their family, the child is invited to attend if appropriate. The assessment and follow up meetings are normally led by the Home School Support Worker.
- Where necessary, parents/carers are invited to Attendance Review meetings with the Attendance Advisory Practitioner (AAP) to improve attendance.
- A Monday morning provision is provided for pupils who find it difficult to come back to school after the weekend, run by the Emotional Literacy Support Assistant and Home School Support Worker.
- We offer all pupils equal opportunities regardless of age, gender, ethnicity, ability or background. To achieve this, we provide support for individual needs to ensure that all pupils meet their potential. We recognise the range of needs and value the wide diversity and culture of each child. We do not tolerate discrimination of any kind (see Anti-Bullying Policy <https://www.newhorizonschildrensacademy.org.uk/wp-content/uploads/2018/11/Anti-Bullying-Policy-November-2018.pdf>).

### **8. What support will there be if my child has medical needs?**

- If a pupil has medical needs then a detailed Health Care Plan is compiled by the SEND Admin Assistant (overseen by the Inclusion Manager) in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and displayed around the school (with parents/carers consent) so that all staff are aware of what action needs to be taken in an emergency.
- Health Care Plans are reviewed each year or more frequently if needed.
- The school nurse will come in to talk to parents/carers or children as necessary and with the parents'/carers' agreement.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but a form is in place to ensure the safety of both the child and the member of staff.
- Staff are EPIPEN trained on an annual basis and where necessary, staff are trained in Diabetes management.
- Key staff are First Aid and Paediatric First Aid trained.

### **9. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Attendance Advisory Practitioner
- Bradfields Specialist Support Service
- Dane Court Outreach Team
- Educational Psychology Service
- Greenvale Outreach Team
- Inclusion Team at Medway Council
- MAGIC (Medway Autism Group and Information Centre)
- Marlborough Outreach Team



- Medway Community Child Health
- NELFT (North East London NHS Foundation Trust)
- Occupational Therapy
- PASS (Physical and Sensory Service) to support pupils with hearing/visual impairment
- School Nurse
- School Support Group at Medway Council
- Social Services
- Speech and Language Therapy

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the In School Review (ISR). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of the ISR is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carer on how to best support the pupil in order to take their learning forward.

#### **10. What training have the staff supporting children and young people with SEND had or are having?**

Over the last two years, we have put in targeted additional training as follows:

- |  |  |
|--|--|
| - ADD and ADHD   | - Getting Started with Language Link           |
| - Attachment   | - Guided Reading                               |
| - Autism Awareness   | - Handwriting                                  |
| - Behaviour – the Stepped Approach                                     | - Improving our Teaching                       |
| - Behaviour Management   | - Intervention Guidelines                      |
| - Behaviour Policy   | - Language Link                                |
| - Blue Sky   | - Learning Environment                         |
| - Buster Book Club Training  | - Lexia (intervention programme)               |
| - Catch up Numeracy (intervention programme)                           | - Managing Low Level Behaviour                 |
| - Child Protection   | - Marking Policy                               |
| - CoP and differentiation  | - Maths Policy                                 |
| - Diabetes training  | - Maximising the impact of Teaching Assistants |
| - EAL  | - Mental Health                                |
| - Effective Leadership: Inclusion Programme                            | - Mindfulness                                  |
| - Effective use of TAs: Increasing their Impact for Schools and Pupils | - Paediatric First Aid                         |
| - English Policy   | - Phonics                                      |
| - EIPEN training   | - Precision Teaching                           |
|  | - Preparing for parent's evening               |
|  | - Preparing for transition                     |





- Provision Map Writer
- Pupil Progress
- Questioning
- Report Writing
- Safeguarding
- Scaffolding Framework for Interactions with Pupils
- SEND Code of Practice
- SEND Provision in Schools: Ensuring Appropriate Support for all Pupils
- Sensory circuits
- Speech and Language
- Support Learning in Small Groups
- Supporting pupils with social and emotional needs
- Supporting pupils with speech and language difficulties
- Supporting teaching and learning
- Target Tracker
- Team Teach: Positive Handling
- Thinking Hats
- Thinking Keys
- Thinking Skills
- Using Thinking Skills in Verbal Interactions
- Writing
- Youth Mental Health First Aid

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of one-to-one support is required, a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- Some after school clubs are available to all ages and others are specific to year groups. If they are oversubscribed names are pulled out of a hat.
- Breakfast Club runs from 7:30 with a selection of breakfast choices available at a cost of £2.50
- Stay and Play runs from 3:00pm to 4:00pm or 3:00pm to 6:00 pm. Stay and Play necessitates an additional charge and pre-booking; please contact the school office.

### **12. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Easy accessibility for wheelchairs in and out of the building with flat paved access.
- Two toilets adapted for disabled users upstairs.
- Four toilets adapted for disabled users spaced throughout the building and reception area downstairs.
- Wide doors and corridors throughout the building.
- A lift from the ground floor to the first floor.
- A medical room.
- Shower room with disabled access.
- Disabled parking spaces.
- Visual timetables are displayed in all class rooms.





- We have staff who speak a variety of languages and parents/carers who are willing to act as support/translators for parents/carers whose first language is not English.
- An EAL Coordinator.

### **13. How will the school prepare and support my child when joining New Horizons Children's Academy or transferring to a new school?**

New Horizons Children's Academy understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Phone conversations between the previous or receiving schools prior to the pupil joining/leaving. These phone conversations are shared with Class Teachers to ensure that they are aware of the needs of any new pupil.
- Where a pupil may have more specialised needs, a separate meeting can be set up with Ms Studniarz, the previous school's SENCO and the parents/carers.
- Ms Studniarz is always willing to meet parents/carers prior to their child joining the school or after they have started.
- All pupils attend at least one transition session where they spend some time with their new class and teacher.
- Additional visits are also arranged for pupils who need extra time in their new school
- A flourishing Parent, Teachers and Friends Association (PTFA) welcomes new members.

#### **Children joining the Foundation Stage (FS)**

- There is a meeting for new parents/carers in the Summer Term (Term 6) for all children who will be joining the Foundation Stage in September.
- Transition events for children take place in the Summer Term.
- Children are visited at their current setting by a member of the Foundation Stage team before joining.
- Home visits are arranged before the children start in the Nursery Class.

#### **Children joining at other times**

- Children who join New Horizons Children's Academy at a later date are given a tour of the school by a member of the senior leadership team and the provision offered is explained.
- Paperwork related to any additional needs is requested from the previous school and this is read by the Inclusion Manager and, where relevant, shared with the Class Teacher and Teaching Assistant.
- Previous schools are contacted, if necessary, to discuss any concerns and information is shared.
- A follow up with parents/carers is arranged within six weeks to discuss how the pupil has settled and take care of any concerns.

#### **Transition to a new class each academic year**

- Transition to a new class within New Horizons Children's Academy is facilitated by several sessions to meet new class teachers and get used to a new class environment.



- Pupils who may find this more difficult are given additional support where needed.

#### **Children leaving New Horizons Children's Academy to join other schools**

- Where notice is given, the Inclusion Manager can liaise with the new school to pass on information.
- All paperwork is sent to the new school as soon as possible.

#### **14. How are the school's resources allocated and matched to children's special educational needs and disabilities?**

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Resources are requested and ordered as necessary to support pupils' learning.
- Provision maps are used to track spending on each pupil.
- Pupil premium payments are used to support these pupils' learning, development and wellbeing.
- The governing body is kept informed of funding decisions.
- Resources may include deployment of staff depending on individual circumstances.
- The additional provision may be allocated after discussion with the Class Teacher at Pupil Progress Meetings or if a concern has been raised at another time during the year.
- If any concerns are raised after assessments are undertaken, then further support or resources may be allocated to your child.

#### **15. How is the decision made about how much support my child will receive?**

- When children join the school, support is allocated on the information provided by the feeder school. Class Teachers will allocate teaching assistants to deliver interventions or support in class to individuals or small groups of children.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Decisions are made in consultation with the class teacher and Inclusion Team
- Decisions are based upon tracking of pupil progress and as a result of assessments by outside agencies.
- Pupils may be discussed at an In School Review (ISR) three times a year where the staff, the Inclusion Manager and the Educational Psychologist attached to the school meet to try to provide solutions to problems not solved by Quality First Teaching.
- Parents/carers can request to see an outline of the support their child is receiving.

#### **16. How will my child be involved in discussions about and planning for their education?**

Pupils are at the centre of all decisions made by staff. Pupils are involved in decisions about their education in the following ways:

- Every day interactions between pupils and staff
- All SEND pupils contribute to their SEND Support Agreement
- Child-friendly version of SEND Support Agreements provided for all pupils on the SEND register
- Pupils with a School Based Support Plan contribute to this process



- Pupils attend Annual Reviews (those with Education, Health and Care Plans)
- An annual survey is conducted for SEND pupils
- Pupil conferencing takes place frequently throughout the year

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

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the Class Teacher
- Discussions at Parents' Evenings
- Discussions with Ms Studniarz or professionals from outside agencies
- Contact can be arranged with the Inclusion Manager or Home School Support Worker
- Parents/carers are also encouraged to attend a meeting and contribute to the review of their child's SEND Support Agreement

### **18. How does New Horizons Children's Academy evaluate the effectiveness of provision for pupils with SEND?**

- Discussions with pupils with SEND
- Discussions with parents/carers of pupils with SEND
- Monitoring of progress of pupils with SEND
- Pupil and parent view sections on SEND Support Agreements
- Monitoring of interventions/provisions in place for pupils with SEND
- Pupil, parent/carer and professionals views sought during Annual Reviews of EHCPs
- Classroom observations
- Monitoring of staff in relation to meeting the SEND Code of Practice
- Learning Walks focused on pupils with SEND

### **19. Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following via the school office on 0333 360 2115.

- Your child's Class Teacher
- Your child's Phase Leader
- Ms Studniarz – Assistant Headteacher for Inclusion
- Miss Hale – Assistant Headteacher EYFS/KS1
- Miss Morgan – Assistant Headteacher/KS2 Leader
- Mrs Bacon – Deputy Headteacher
- Mrs Murphy – Headteacher

### **Admission arrangements for pupils with SEN or disabilities**

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New Horizons Children's Academy follows Medway Council's guidance regarding admissions for pupils with SEN or disabilities. This means that if a child has an EHCP, they will not go through the main admissions process and will discuss decisions with the SEN Team at Medway Council. If a pupil has a medical, health condition or disability, parents/carers will need to provide Medway Council with details of the diagnosis and a supporting letter from the GP or



consultant which demonstrates a specific link between their child's needs and how our school can meet these needs. If the number of preferences for our school is more than the number of spaces available, places will be allocated in the following priority order:

1. Children in public care/ looked after children / previously looked after children
2. Sibling
3. Denominational preference
4. Medical, health and special access reasons
5. Children of teaching staff
6. Nearness of children's home and ease of access to the school

### **Admission arrangement for pupils with disabilities**

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Some children may have a disability within the meaning of the Equality Act 2010. It is unlawful for a school to treat a disabled child less favourably than a non-disabled child, without justification.

A disability is defined as a physical or mental impairment that has a substantial and long term adverse effect on the person's ability to carry out day to day activities.

There will be some children who have an Education Health and Care Plan (EHCP) who do not fit this definition but, equally, there will be children who do not have an EHCP who are considered to have a disability.

When considering the admission of a pupil with a disability, meetings will be held with the parent/carer and child, where appropriate, to ascertain reasonable adjustments that need to be made and whether the school can meet the needs of the pupil. A decision regarding the admission of the pupil will be made based on these discussions.

### **Relevant school policies underpinning the SEND Information Report**

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- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- English as an Additional Language Policy
- Equality Policy
- Special Educational Needs and Disabilities Policy

### **Legislative Acts taken into account compiling the SEND Information Report**

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- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

In preparing this report we have considered all relevant stakeholders within the academy.

***We hope that these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.***

**Date of next review: September 2021**