

SEND INFORMATION REPORT

2022-2023



Calendar

**Hampton Vale
Primary Academy**

"MAKING SEND EVERYBODY'S BUSINESS"

Review Date: September 2023

ABOUT US

At Hampton Vale Primary Academy we believe that every child has the right to achieve their full potential. We aim to raise the aspirations and expectations for all pupils with Special Educational Needs.

In this report you will find some commonly asked questions about how we fulfil our SEND policy, including how we identify children with SEND and the provision that we put in place to support them.



WHAT DO WE DO?

We have a dedicated Inclusion team at Hampton Vale Primary Academy. The Inclusion Lead is **Amy Wright** and the Special Educational Needs Co-Ordinator in school is **Bethany Lartey**. If you have any further questions about SEND then please do not hesitate to come into school to speak to our Inclusion team or call or email the school office.

14%
OF OUR CHILDREN
have a special educational need
or disability.

OUR TEAM



**BETHANY
LARLEY**

SENCO



**AMY
WRIGHT**

Inclusion Lead



**HANNAH
CLARK**

Inclusion Officer



**MARIA
PEARCE**

Inclusion Officer



**AMY
MORRIS**

Island Teacher



**MAXINE
BULL**

EYFS SENDCO

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do.

At Hampton Vale Primary Academy we ensure that our environment and provision is accessible to all, making reasonable adjustments to meet individual needs.

The four main areas of SEND; as detailed in the code of practice (2015 p.85) are:



COMMUNICATION AND INTERACTION

Communication and Interaction
This includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).



COGNITION & LEARNING

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.



SOCIAL, EMOTIONAL AND MENTAL HEALTH

This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.



SENSORY AND/OR PHYSICAL

This includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

ARE DISABLED CHILDREN ALSO SEND?

The Equality Act (2010) states that a disability is: 'a physical or mental impairment which has long term and sustainable adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children with a disability that impacts on their learning and therefore requires special Educational provision will also be covered by SEND definition.

Our Accessibility Plan is also available on the website. This details how we support disabled children at Hampton Vale Primary Academy to participate in the curriculum and take advantage of the education, benefits, facilities and services we offer to all of our children.



Who can I contact to discuss my child's difficulties with learning, special educational needs or disability?

Please speak to your child/s class teacher if you are concerned about your child. You can also contact the Inclusion team on 01733 247000 or by emailing office@hvp.org.uk

If you are concerned your child may have a neurodevelopmental disorder, such as Autism, please ask the Inclusion team for information about the pathway for an assessment made by a medical professional.



WHAT KINDS OF SEN DO WE PROVIDE FOR?

We adapt our provision to meet the needs of the children in our school. We are committed to providing quality first teaching so that all children can make good progress within their learning, whatever their starting point.

In addition, we currently provide for children with the following special educational needs:

Physical Disabilities

Hearing Impairments

Visual Impairments

Specific Learning Difficulties (SpLD) e.g. Dyslexia,

Dyspraxia, Dyscalculia

Autistic Spectrum Conditions (ASC)

Social, Emotional and Mental Health Disorders

Mild Learning Difficulties

Speech and Language disorders

Global Developmental difficulties

HOW DOES THE ACADEMY IDENTIFY IF MY CHILD HAS A SPECIAL EDUCATIONAL NEED?

Hampton Vale Primary Academy follows a graduated approach to identifying SEN. More information on this can be found in our SEND policy. Pupils with SEND are identified in a variety of different ways, including the following:

- Close liaison with pre-schools and/or previous school.
- Rigorous tracking of pupil progress
- Lesson Observations
- Concerns raised by Parents/Carers
- Concern raised by Teachers/Adults within school
- Individual assessments in school or by external professionals such as educational therapist, occupational therapists, speech and language therapists or paediatrician.

How will Hampton Vale Primary Academy let me know if my child has a special educational need?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a pupils learning and needs.

- Your child's class teacher may contact you to discuss the progress of your child in a specific subject area.
- The class teacher may also talk to you about any issues during parent consultation evenings.
- The SENCo may contact you regarding concerns about your child's learning.

What support is available for my child?

Support is adapted to meet the individual needs of the children at Hampton Vale. Here are some examples of what we currently have in place.



COMMUNICATION AND INTERACTION

- Regular visits from the Speech and Language Therapist
- Speech and Language Programmes carried out in school
- Visual prompts and scaffolds, timetables
- Picture Exchange Communication System (PECs)
- Attention Autism
- Oracy expectations embedded throughout normal classroom practice.
- Island Intervention for individualised learning.



SENSORY AND/OR PHYSICAL

- Staff trained for specific physical, medical and care needs of individual children.
- Support from the Occupational Therapy Service
- Support from the Physio
- Sensory Circuits Jungle Corridor
- Specialist PE staff provide a broad range of PE activities such as archery, roller skating, scooters, football, tennis.
- Dance Lessons
- Soundfield hearing systems in several classrooms
- Visits from Teacher of the deaf
- Write from the start programme
- Pencil grips and wider pencils
- Sit and move cushions
- Concentration tools
- Forest School learning



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COGNITION & LEARNING

- ICT including access to I pads with programmes such as Lexia, typing skills, spelling shed and TT rockstars
- A Teaching Assistant or Higher Level teaching assistant in every year group.
- Explicit approach to teaching
- Pre teach groups
- Retrieval sessions
- Precision Teaching
- Specifically designed curriculum to support retention of knowledge.
- Experiences that provide a kinaesthetic approach to enhance and embed understanding.
- Story time phonics and additional phonic sessions
- Additional resources in class such as: letter mats, word banks, number lines, numicon, etc, coloured overlays.
- Support from the Educational Psychologist Service.



SOCIAL, EMOTIONAL AND MENTAL HEALTH

- Pause 4 Thought sessions every day that cover topics, events and relevant issues that relate to our children and our community.
- PSHE and Safeguarding Curriculum that includes understanding emotions, healthy relationships, Well- being and Mental Health
- Individual or group sessions with a member of staff trained and experienced in children's mental health and wellbeing.
- Support for children and families from the Inclusion Team
- Breakfast Club
- Opportunities for pupils to voice their worries either in class or through the worry box.
- Playground development to promote collaboration, friendship, kindness and social skills.
- Support from External Alternative Approaches Therapist
- Referrals to external agencies e.g Younited, CAMHS for further support.

Our Parents said...

The progress my child has made with their speech is exceptional!



How will Hampton Vale Primary Academy know that the additional support my child has received has made a difference to their learning and how am I and my child included in this review?

In collaboration with you and your child, the class teacher may create a Pupil Profile and/or an individual Learning Plan for your child. These follow an **Assess - Plan - Do - Review** model where we **ASSESS** your child's strengths and barriers to learning the four areas of SEND. This allows us to **PLAN** and set specific outcomes that you want your child to achieve based on their areas of difficulty. We then look at what we need to **DO** to achieve this as what provision needs to be in place. At the end of the term, or at parents consultations we will meet again to **REVIEW** the progress made and start the cycle again by assessing what we need to do next.

Pupil Profile

Pupil Profile (Hampton Vale Primary Academy)

Date: 20/02/23
Teacher: Mrs Beth Larley

Current attainment/achievement:
Writing Attainment: Below Year 3
Maths Attainment: Below Year 3
Reading Attainment: Below Year 3
Reading Age: 6:10
Lexia: Year 3, Level 10C

Barriers to Learning:
Is suspected to have ASD (undiagnosed). Finds it difficult to work in groups and struggles with social cues, which may be self-esteem and confidence. Has a minor impairment and struggle in working on his independence as he prefers to work with an adult. He needs support comprehending what he has read. Struggles to formulate his sentences when writing.

Strategies to support me:

- Structured activities.
- Repetitive tasks to allow me to consolidate my learning.
- Double support to help me to stay on the learning.
- Partner work, allow me to talk to the class out loud.
- Lots of praise and encouragement.
- Regularly check in with me to see how I am feeling (emotional support).
- We'll have to talk about emotions and feelings, regular opportunities to share.
- Communication book between home and school.
- Reasonable noise level in the room activities heard out loud, always possible when talking.

Engaging me:

- Using growing vocabulary on alphabet with my class.
- Have engagement games with them such as 'I spy'.
- Have writing and drawing.

Provisions in the classroom:

- Daily independent work and tasks.
- No writing.
- Daily time for PE practice.
- Reading practice.
- Simple job.
- Free play.

Area of Need: CGL, CGL, SEMH, SLP

Assess Arrangements: Extra time, support reading questions

Avoid: Putting the spot

Learning Plan

Learning Plan Example for
Stage: K
Date of birth: 26/7/2013
Gender: Male
Class: Y5 Cairo
Year group: 5
Teacher: Mrs Beth Larley
Start date: 5/2/2023
Review date: 6/5/2023
Plan number: 1

Current Summary (Assess):

Area of strength - What can they do?: In Writing, 2 end of last year he was able to put conjunctions into his capital letters, full stops and commas.

Area of concern - What are their next steps?: In Reading, he is to become fluent in his times tables and confident in his ability to interact with his peers and engage in some of I develop/improve.

Reading age: 6:10 **Book level:** 1.0-2.6 **Lexia:** Year 2

Area of Need	Target	Success criteria	Strategies & Provisions
CGL: Multiplication	To have instant recall of 2/5/10 multiplication tables.	Achieve corresponding level on TT rockstars. Complete blue level on tackling tables in under 5 minutes.	Multiplication square Daily tackling tables TT rockstars
CGL: Writing	Construct and record 3-6 sentences independently using appropriate spelling, punctuation and grammar.	80% of work will be accurate and make sense. I will be able to independently spot and edit his errors.	Related provisions • Y5 Cairo - Ratio support • Y5 Cairo - Time table intervention 1:1 Writing conferences Altered expectation for content and amount of writing Discos and easy solid sentences with adult/partners before writing. Writing scaffolds Voices banks
SEMH: Mental health	To be a confident, happy member of the class with high self-esteem.	I takes an active role in the group and well with his peers. I will have close circle of friends and will be happy at school.	Lots of opportunities to talk (1:1, PAT, PSH) Careful partner choices Self-esteem activities Quiet play sessions with peers Attending school council meetings Leading class council sessions

Your child's progress will also be monitored every term through teacher assessment that help to inform the review process of their Learning Plan.

Where pupils have not made adequate progress the Inclusion Team may decide to ask for more specialised help from external agencies, if not already involved.

You and your child will be kept informed and encouraged to be actively involved in all stages of this plan.

As a parent, we welcome your support and feedback. You can, at anytime, arrange a suitable appointment to speak with the Inclusion Team regarding your child's progress.

Our Parents said...

The teachers plan so well for my sons needs and keep me updated on his progress.



How does Hampton Vale Primary Academy support children with medical conditions?

Pupils at the Academy with medical needs are supported so they have full access to their education and enjoy the same opportunities as any other child.

Where children have physical or medical needs, the Academy will work collaboratively with parents, carers, healthcare professionals, school nurses and/or our attendance officer and where necessary, will create an individual health care plan to ensure their needs are met. Further details on this can be found in our 'Supporting Children with Medical Conditions Policy'.

If you have any concerns regarding support for your child's medical needs please contact the Inclusion Team.

WHAT IS AN EHCP?

For children that require a very high level of ongoing support the Academy will apply for an Education, Health and Care Plan ("EHC Plan"). This is a legal document which describes a child or young person's special education needs, the support they need and the outcomes they would like to achieve. It can provide support for a child or young person in education up to the age of 25.

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEN?

Over a third of looked after children have identified special educational need. Hampton Vale Primary Academy recognise that for looked after children, many of whom may have difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum.

We liaise closely with the relevant professionals, listen to both the pupil and their carers wishes and support the Local Authority in implementing a Personal Education Plan (PEP) with focused outcomes as part of the child's Care Plan. The wellbeing and progress of the child are closely monitored and reported back during PEP meetings to inform future outcomes and support.

We also acknowledge the positive impact regular contact between school and carers can have for looked after children. At Hampton Vale we believe it is important to have high aspirations for all children including looked after children and those with special educational needs.

The Designated Teacher for looked after children is Candyce Thomas



What is Hampton Vale Primary Academy's approach to teaching children with SEND?

At Hampton Vale we have a fully inclusive ethos. Our curriculum offer is broad and balanced and taught with an explicit and repetitive approach to enhance the retention of knowledge and skills for all children. We provide quality first teaching with a balance of experiences, visual modelling, auditory input and kinaesthetic activities to ensure success for all children.

The SENCO ensures that teachers are aware of the individual needs of the children in their class and advises and supports them to provide the necessary resources and tools to enable all children to access their learning.

Our Parents said.....

My child absolutely loves coming to this school.

Our Parents said.....

I love seeing the learning my child has been doing.

How does Hampton Vale Primary Academy ensure teachers and support staff have the expertise and training to support my child's special educational need or disability?

We carry out regular training within the academy in areas such as autism, hearing impairment, speech and language, precision teaching, Mental Health, Epi-pen, first aid, asthma and diabetes. We also invite external specialists in from various areas of SEN, depending on the current needs of the children in school and utilise the expertise of specialist hub schools across Peterborough for support and training advice where needed.

How does Hampton Vale evaluate the effectiveness of the provision made for each child with a Special Educational Need or Disability?

All teachers map the provision for children in their class using provision mapping software. The progress of the children targeted through this provision is reviewed every half term. This allows them and senior leaders to not only monitor the progress of the children but also evaluate how effective the provision was overall and make any necessary changes going forward.

How does Hampton Vale ensure the safety and well-being of my child and deal with bullying?

PSHE Curriculum		
Health & Well-being	Relationships	Citizenship & British Values
Healthy Lifestyles	Feelings & Emotions	Leadership & Responsibility
Growing & Changing	Healthy Relationships	Sustainability
Keeping Safe	Valuing Difference	Money
		My Community



Through our PSHE curriculum children learn about mental health and well-being and how to keep their minds and bodies healthy. They learn how to keep themselves and others safe and other key life skills including being safe online.

We do not tolerate bullying. Children are encouraged to speak to an adult if they are concerned they are being bullied. It is then dealt with in a timely and effective manner as per our anti-bullying policy. If you are concerned your child is being bullied please speak to their class teacher immediately.

WHAT ARE THE ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH SEND?

The Local Governing Committee of Hampton Vale Primary Academy applies the regulations on admissions fairly and equally to all those who wish to attend the Academy. We are an inclusive Academy that welcomes children from all backgrounds and abilities. We manage our own admissions for Years 1-6; however Reception admissions are made through the local authority. The only restriction we place on entire is that of number. If the number of children applying entry exceeds the places available, we enforce the procedure set out in our Admissions policy in order to determine whether a child is offered a place or not.

The ability of a child or any special needs (apart from Education Health and Care plans) that they may have, plays no part in the admissions policy of this school, however where a parent has indicated that their child has a special educational need, the Inclusion Team will meet with the parents and child prior to the start date. This is to ensure we have all the necessary information about the child so appropriate support can be planned, and a transition plan put in place. We will also seek consent to speak to the child's previous education provider and where appropriate any external services that were previously working with the child and/or family.

Children with EHCP will be admitted through the Local Authority consultation process. The school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent/carer. The SENCO will contact parents to discuss a transition plan.

How does the Academy support my child to transition through their education successfully?

The Inclusion Team, Class Teachers and Senior Leadership (SLT) liaise over the internal transitions of pupils with SEND between year groups. Placements are considered carefully in order to meet individual needs, and pupils visit their new class before transfer. Transition meetings are held between the child's current teacher and new teacher with the support of the Inclusion Team, the focus of these meetings is to ensure key information about a child's needs and provision is passed on.

Year 6 children transferring to local secondary schools usually have the chance to visit the new school for a day. Representatives from the secondary schools may visit to talk with the children.

The Inclusion team and Class teachers will have a transition meeting with the new secondary school SENCO and Year 7 team. Where appropriate, a meeting will also be held with the child and parents to review the child's learning plan with a member of staff from the secondary school. Any additional transition visits or plans can then be discussed at this meeting.

For pupils with an Education, Health and Care Plan, the transition process is very similar however begins at the end of Year 5 during the annual review of the EHCP. At this review outcomes are set that will reflect a transition to Year 7 and if already known by the parents the child's current school will attempt to invite the proposed secondary school. These reviews will also have a SAMs Transition Officer from the Local Authority involved.

Children starting in Reception that have already been identified as having a special educational need will usually be visited by the inclusion team in their nursery setting. The Inclusion Team will liaise with the parents, nursery and any other services working with the child and family as appropriate to identify what support will need to put in place for a smooth transition to school.



What are the arrangements for handling complaints from parents and children with SEND about the provision made at the school?

The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils needs. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with a member of the Senior Leadership Team or the School Office who will be able to offer advice on formal procedures for complaints if necessary.

All complaints are taken seriously and are heard through the academy's complaints policy and procedures.



What is the Local Offer and where can I find it?

The Children and Families Act (March 2014) requires Local Authorities to "publish a local offer, setting out in one place information and provision they expect to be available for children and young people in their area who have special educational needs."

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer>

Where else can I get advice and support for my child?

Peterborough SEND Information Advice and Support Service (SENDIASS) - which was previously known as the SEND Partnership Service - provides impartial information, advice and support to parents, children and young people on Special Educational Needs and Disabilities.

You can find out more on the [SENDIASS](#) page.

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txllwg>

SCOPE - Funded separately by the government as a voluntary service to support parents/carers and young people through the assessment process.

Email: maxine.mculloch@scope.org.uk

Website: <https://www.scope.org.uk/>

Family Voice -

Website: <https://www.familyvoice.org/>

Facebook page: [Family Voice](#)

Understanding what extra support and help is available for children and young people with special educational needs and disabilities (SEND) is important to know.

This video explains it well [SEN support in an educational setting - Peterborough](#)

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8-3&loloolean=1>

What other agencies does Hampton Vale Primary Academy work with to support the special educational needs of the children and also support families of these children?

Please use the links on our website to be taken directly on to the following services information pages:

Attention Deficit Hyperactivity Disorder (ADHD) Advisory Teaching Service

Autism Advisory Teaching Service

Early Years SEN Specialist and Portage Service

Educational Psychology Service

Peterborough City Council Statutory Assessment & Monitoring Service (SAMS)

SEND Information Advice and Support Service (SENDIASS)

Sensory (Hearing/Vision) and Physical Support Service (SAPS)

Child and Adolescent Mental Health Service (CAMHS)

Emotional Health and Wellbeing Service

Keep Your Head - Keep Your Head runs a website which is a central point for information on children and young people's mental health and wellbeing in Cambridgeshire and Peterborough.

Young Minds - mental health support for young people.



Peterborough Integrated Neurodevelopment Service including LD
CAMH - Peterborough Integrated Neurodevelopmental Service can provide assessments of autism and Attention Deficit Hyperactivity Disorder (ADHD)

Children's Community Nurses

Peterborough Integrated Children's Health Services (Speech & Language Therapy)

Peterborough Integrated Children's Health Service (Community Paediatrics)

Peterborough Integrated Children's Health Service (Community Paediatric Physiotherapy)

Peterborough Integrated Children's Health Service (Paediatric Occupational Therapy)

Peterborough School Nursing Service (Universal 0-19 Service)

Family Voice - Facebook page: Family Voice

Young Carers