

What support can you expect for your child?

This leaflet contains information for parents/carers of children who have Special Educational Needs and Disabilities (SEND). This information outlines our Local Offer and the support that they can expect to receive, if they choose Hadrian Academy for their children.

Hadrian Academy's beliefs and values in relation to Special Educational Needs and Disabilities (SEND)

All children are welcomed, included and valued at Hadrian Academy. We value and celebrate each individual. We have high expectations and aspirations for all children, including those with special educational needs and disabilities.

We endeavour to achieve maximum inclusion of all children (including all learners who may or may not have SEND) whilst meeting their individual needs. Teachers provide differentiated learning opportunities and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum. All steps of progress, no matter how small they may seem, are significant and we recognise and celebrate these.

We strive to make a clear distinction between underachievement and SEND. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

What Special Educational Needs and Disabilities are catered for at Hadrian Academy?

We provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

A continuous cycle of planning, teaching, assessing and reviewing is embedded, which takes account of the wide range of abilities, aptitudes and interests of our children.

How does Hadrian recognise if my child needs extra help?

Children are identified in a variety of ways:

- Information passed on from previous schools, parents, carers or Social Care.
- Concerns raised by the teacher, parent/carer or the child themselves.
- Limited progress being made after interventions has been put into place.
- There is a change in the child's behaviour, attitude or progress.
- After an assessment from external agencies.

If a teacher has a concern, they will monitor the child closely and share concerns with both parents/carers and Special Educational Needs Coordinator (SENCO). If necessary, the SENDCO will organise to meet with all adults involved with the child to discuss these concerns together. A plan of action is agreed, highlighting what additional steps will be put into place to support the child further.

Who will support my child at Hadrian?

Every teacher is a teacher of special needs. Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve

- ✓ Year group teachers plan together to support children and identify children who are struggling in certain areas or are falling behind
- ✓ Teaching assistants are guided by teachers and SENCOs to carry out intervention and support children with SEND
- ✓ Class teachers work closely with the SEND coordinators to discuss the needs of children and how best to support them.
- ✓ The SEND coordinators are:

Mrs Neal
(EYFS and Key Stage One)

Email: amie.neal@hadrianacademy.co.uk



Miss Sharma- NASENCO Qualified
(Key Stage Two)

Email: ragny.sharma@hadrianacademy.co.uk



Who do I see if I am worried about my child or have a concern?

- ✓ Always speak to the class teacher first- they know your child really well
- ✓ Make an appointment to see the Key Stage SENDCO
- ✓ Drop in to the coffee mornings that are held by the SENCOs (see the website for dates)

How will Hadrian Academy support my child's needs?

Hadrian Academy follows the guidance set out in the Graduated Response and an Assess, Plan, Do, Review approach is used. This determines the levels of support your child needs.

There are 3 levels of support your child may receive:

Stage 1

Some additional or different intervention within the school setting will be required to enable the child to access independent learning and the curriculum

Stage 2

Builds on arrangements for Stage 1 and draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the needs of children. For higher levels of need schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

EHC Assessment (Educational, Health and Care)

If a pupil is not making adequate progress despite support at Stage 2, or there is a clear need to provide long term support over and above that which could be provided at Stage 2 to ensure the child makes progress, an EHC Assessment will be undertaken.

All children identified as having a special educational need or disability will primarily be taught in the classroom alongside their peers. For some children, they may need to access a workstation which may be in the classroom, just outside of the classroom or in a different room for periods of time

- The curriculum is differentiated to meet all the children's needs.
Work will be tailored and differentiated by the class teacher, to ensure that teaching and learning match where your child is in their learning journey. Staff will plan opportunities to develop specific areas of need.
- Some children need information to be chunked and require overlearning to enable them to generalise the skill. The pace of their curriculum may differ to that of their peers and it is likely the curriculum will be presented in a visual and kinaesthetic way
- Additional resources may be used to facilitate learning.
Children may be provided with specialist equipment as recommended by external agencies. Such equipment may include: a wobble cushion, pencil grips, angled writing board, therabands, braille resources, enlarged print, coloured overlays, a personalised visual timetable or access to IT software to support literacy needs.
 - Teaching Assistants may be allocated to work with individual children or small focus groups to target specific needs.
 - Your child may access specific intervention groups which aim to address their identified needs or target areas. The support your child receives depends on your child's needs and the level of their need. In some cases, your child may be supported on an individual level and at other times, it may be small group level.
 - Our school is accessible to those with physical disabilities. We have a working lift in our hall for wheelchairs users to access the Year 5 and 6 classrooms and have ramp access into the main building. We have regular Access Audits to provide advice on accessibility.

Individual Provision Maps

For some children they may have an Individual Provision Map (IPM). An individual provision map is often for children who are at Stage 2 or have an Educational Health Care Plan. The SENCO will discuss with you if this is something that is suitable for your child.

An IPM is a teaching and learning plan that sets out clear, achievable targets, interventions and actions that are different from or additional to those that are in place for the rest of the class.

An IPM will set out 3 or 4 short term targets that will be reviewed half termly by the class teacher, SENCO, parents/carers and where appropriate the child.

How will my child's progress be monitored?

The SENDCo has half-termly Pupil Progress meetings with teachers to discuss progress made by all children, with particular focus on SEND pupils. These sessions are used to determine how best to support pupils during the following term.

- All staff delivering an intervention are required to carry out base line and final assessments to ascertain progress.
- A record of intervention is recorded on either individual provision maps, class provision maps or whole school provision maps.

How are resources allocated and matched to my child's needs?

Children with an EHCP will have their funding budget allocated according to the needs outlined within the plan or recommendations made by other professionals.

- Meetings between the class teacher and SENDCo will take place to decide on the best use of equipment to support a child's needs.
- Further training for teachers and teaching assistants will be planned depending on the gaps identified in children's learning.

How will I be informed about my child's progress?

- Parents/carers are invited to two annual open evenings and will receive an annual written report. An appointment can be made to meet with the SENDCO if required.
- If your child has an Individual Provision Map, parents will be invited to contribute to and review the IPM. The IPM will specify short term targets and actions and these are reviewed at least every term.
- Some of our children have home/school communication books where daily information is shared between home and school
- For those children who have a an Education Health Care Plan (EHCP), an annual review takes place where parents and all external agencies involved in your child's development and learning are invited to attend to discuss your child's needs and progress so far and plan for future targets and actions. Interim meetings are held if required.
- If your child is in Year 1 and above, and is not able to access the national curriculum, a more sensitive assessment tool is used which shows the smaller but significant steps of progress. These are called P levels. From 2018, Hadrian will use the new Pre-Key stage Standards at the end of each key stage, alongside P levels to track pupils' progress.



What different types of support can the child receive in school? (e.g. small group or individual)

The support your child receives depends on your child's needs and the level of their need. In some cases, your child may be supported on an individual level and at other times, it may be small group level.

The different types of support/resources that we may offer are listed below:

Reading	Spelling	Coordination difficulties	ADHD/ASD/SEMH/ADD	Maths	SALT/EAL
<ul style="list-style-type: none"> -Toe By Toe -Beat Dyslexia -Precision Teaching -Coloured overlays -ECAR books -ORT books -Tracks -Stiles -Communicate in print - Audio Books -Reading for Meaning workbooks - Cognitive Profile Assessments (Key Stage 1) -Dyslexia Screener 	<ul style="list-style-type: none"> -Dictionaries for Dyslexics -Word Wasp -Beat Dyslexia -Precision Teaching -Coloured overlays -Rainbow Arc -Communicate in print -Focussed, multi-sensory phonics groups. - Cognitive Profile Assessments (Key Stage 1) -Dyslexia Screener 	<ul style="list-style-type: none"> -Sensory circuits -Writing slope -Seat wedge -Triangular pencil -Pencil grips -‘Click pencil’ to reduce pressure -Use of ICT to record work -Bead threading -Teodorescu Perceptuo Motor Programme - LDA Auditory Memory/ Visual Memory activity books - Strategies recommended by OT/Physio 	<ul style="list-style-type: none"> -Clear routines/rules/ expectations -Task broken down into clear steps - Communicate in Print to prepare visual resources -Visual timetable on desk -Task cards -Social Stories/ Comic Strips/Role Play -Sensory circuits -Work breaks -Now/Next boards -Personalised reward systems where needed -Ear Defenders -Work Partition/ Individual work station -Calm down activities -Mindful colouring -Blu tac -Fiddle toys -Calm down space -5 point anxiety scale -Therabands -Appropriately differentiated work -Use of ICT to record work -Alternative ways to record -Independent work tasks -Lego therapy -Forest School -Communicate in print -Strategies recommended by external agencies (CAMH, EP, JIGSAW, ASD Advisory Team) 	<ul style="list-style-type: none"> -Appropriately differentiated work -Numicon -Dienes blocks -Numicon ‘Closing the Gap’ -Power of 2 -Precision teaching - Focussed, small group interventions. - Use of concrete resource to develop understanding -Visual resources/ illustrations 	<ul style="list-style-type: none"> -Lift off to Language (Early Years) -Forest School -Chatterbox resources- prepositions, nouns, tenses sequencing, parts of the body -Word Mats/ Vocabulary books -Specific advice/resources from SALT.

What specialist services and expertise are available or accessed by Hadrian Academy?

External Agency	Referral Process	Service provided
Educational Psychologist	School Referral	Educational psychologist will observe your child in school/carry out relevant assessments, speak to relevant school staff, meet with parents. A report is written to share observations/findings about your child's development, along with the actions for parents and school to action.
Jigsaw	School Referral	A member of the Jigsaw team will observe your child in school and will talk to relevant school staff and may meet with parents. A report is written to share observations/ findings, along with the actions for parents and school to action. They offer extensive support to children with social, emotional and behavioural needs.
Autism Advisory Service	School referral	A service provided for those with an ASD diagnosis. A member of the ASD Advisory team will observe your child in school, speak to relevant school staff and meet with parents. A report is written to share observations/ findings, along with the actions for parents and school to action.
Speech and Language Therapist	School Referral G.P can referral	The family are invited to attend an initial appointment at the clinic. A report is written and shared with home and school. School implement any actions, incorporating targets in IPMs. If your child has an EHCP and are under the services of speech and language, the therapist will visit and assess the child in school. For children under the age of 5, there are speech and language drop in clinics which parents can attend with their child
Edwin Lobo Developmental Centre	School Referral G.P referral	Your child is invited to attend an appointment with the community paediatrician. Prior to the appointment school is often presented with questionnaires about your child's development as part of information gathering. At times, school may write a written report as additional information and sometimes a member of staff will attend the appointment with the parent/carer and your child.
CAMH (Child And Mental Health)	School referral G.P referral	Your child is invited to attend an appointment with the parent/ carer. With parental consent a report may be shared with school.
School Nurse	School will speak to the school's allocated school nurse.	School nurse to meet with school and parents to health/medical discuss concerns and plan next steps.
Occupational Therapy	School referral G.P referral	Your child is invited to attend an appointment with the parent/carer at the clinic. A report is shared with school and school implement the actions. Some children who are under the Occupational therapy services may be reviewed at school.
Physio Therapy	School referral G.P referral	Your child is invited to attend an appointment with the parent/carer at the clinic. A report is shared with school and school implement the actions. Some children who are under the Physio therapy services may be reviewed at school.
Access to HAST	School referral	Offer school advice in supporting children with visual/ hearing impairments

All referrals are made after discussions with parents and with their consent.

How will Hadrian enable my child to have access to before and after school clubs, school trips and extra-curricular activities?

As an inclusive school, all our clubs are accessible. If your child wishes to attend an after school or breakfast club and they can only be supported by specific adults who have had specialised training, then we would organise an additional member of staff to support your child so they can access the club. We will work closely with parents to ensure that each child's needs are met.

- We carry out risk assessments for all school trips and we thoroughly plan how children will access the trip. With our 'Can Do' approach, we will make necessary adjustments and adaptations so every child has the opportunity to access school trips, which include residential trips. We liaise with the venue beforehand if additional resources are required.
- To ensure trips are a successful experience for all, particularly residential trips, we meet with parents to go through the plans, as we aim to be as informed as possible about your child's routines outside of school to ensure the trip goes ahead as smoothly as possible
- On occasions, parents/carers may be invited to support their child during an activity.

What support will I receive if your child has been identified as having special educational needs?

If your child has been identified as having additional needs, we liaise closely with you in the following way:

- Regular meetings between school staff and parents will be held to share findings and discuss actions and progress. Parents are encouraged to meet with school staff to share concerns they may have
- We sign post parents to the Parent Partnership services if they feel they need additional support or guidance that we are not able to provide
- We aim to inform parents of external events and where we feel a particular support group may be of benefit to a parent, we will send the parent particular details and information and encourage them to attend
- If appropriate we can complete an Early Help Assessment to support families who may be experiencing difficulties at home which may be related to their child's special educational need. Depending on the family's need, this can trigger additional support for families.

