

SEND Report 2017-2018



Inclusive Curriculum

At Heathfield Academy, our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school. We are fully committed to offering an inclusive curriculum, using Quality First Teaching, to ensure the best possible progress for all of our children, whatever their needs or abilities. Good special needs practice is good practice for all children, which is of utmost importance as any child may encounter difficulties at some stage in their school lives. We provide appropriate curricular provision by:

- Teaching children with SEND with their peers, in the classroom by providing full access to the curriculum, at their level.
- Differentiating, grouping and scaffolding with additional support from Class Teacher and Learning Support Assistants.
- Delivering daily/weekly Interventions consisting of 1:1 and/or small group support in a quiet, distraction free environment.

We fully respect the fact that children:

- Have different educational and behavioural needs.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Early Identification

Early identification of children with SEND is a priority and progress of all children is monitored closely. To be able to ensure we adhere to this:

- Staff are trained and are experienced at identifying and supporting a range of difficulties – learning, speech, language and communication, social, emotional and mental health, etc.
- The progress of all children is monitored closely, using observations, assessments and close staff liaison.
- Data is analysed half termly at Pupil Progress Meetings where areas of difficulty and each child's needs and progress is discussed.

By monitoring the children carefully, early identification is achievable and support can be implemented, with urgency.

SEND - The Graduated Response

When it is identified that a child, despite receiving differentiated learning opportunities in the classroom, is not making the required amount of progress, the Graduated Response process, as outlined in the SEND Code of Practice 2014, commences. During the Graduated Response process, the class teacher will gather information about the child. The use of strategies and appropriate learning tasks for the child will be discussed with the Special Educational Needs Coordinator (SENDCo). Within school, this means that they will be placed on the school's Special Educational Needs Register so that provision to meet their needs can be planned for and effective support can be put in place to remove barriers to their learning. These children will be provided with a Passport (personalised Individual Education Plan) or, if necessary, an EHCP (Education, Care and Health Plan), depending on their specific needs.

Passports

A Passport is a personalised learning plan which outlines a child's needs and aims to build on their strengths. Each Passport contains 3 SMART targets based on the principle concerns. Sensible time limits for achievement and review are set and Success Criteria is given, to measure progress against. Passports list the names of any professional involved and are written with the parents and carers, class teacher, SENDCo and other agencies, if applicable.

The SENDCo is responsible for coordinating specific provision for children receiving Special Educational Needs support. Throughout all stages of support, our parents and carers are kept informed and their permission is sought to add them to the register. As children progress and when they no longer require additional support, they will be removed from the register.

Interventions

At Heathfield Academy we offer a range of interventions which are determined by the needs of our children. These change from time to time, to accommodate differences in cohorts and needs. Support consists of:

- Speech and Language Therapy
- Phonics
- Handwriting
- Writing - Hold a Sentence/Build a Sentence
- Maths Number

External Support Agencies

Outside agency support is highly valued and we have close working relationships with the following organisations:

- Croydon Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children's Physiotherapy Service
- CAMHS

Objectives for SEND Provision

At Heathfield Academy, we aim to:

- Identify children, who require additional support, as early as possible by assessing, recording and regularly reviewing their progress and needs.
- Provide learning programmes designed to meet their needs.
- Enable every pupil to experience success.
- Ensure that parents and carers are able to play their part in supporting their child's education.
- Work collaboratively with parents and carers, other professionals and support services.
- Involve the child, to encourage a move from dependent to independent learning.

SEND ANALYSIS 2017-2018 PROGRESS DATA

EYFS Progress Data

(Percentage of Expected Progress or Better than Expected Progress)

Progress Data		Reading	Writing	Mathematics
Reception (1 SEND child)	SEND	100%	100%	100%
	Non-SEND	96%	96%	100%

Year 1 Progress Data

(Percentage of Expected Progress or Better than Expected Progress)

Progress Data		Reading	Writing	Mathematics
Year 1 (2 SEND children)	SEND	50%	50%	50%
	Non-SEND	96%	96%	100%

Year 2 Progress Data

(Percentage of Expected Progress or Better than Expected Progress)

Progress Data		Reading	Writing	Mathematics
Year 2 (7 SEND children)	SEND	57%	86%	86%
	Non-SEND	94%	94%	97%

SEND ANALYSIS FROM 2017-2018 ATTAINMENT DATA

EYFS Attainment Data

(Percentage at Age Related or Exceeding Age Related Expectations)

Attainment Data		Reading	Writing	Mathematics
Reception (1 SEND child)	SEND	0%	0%	0%
	Non-SEND	93%	93%	96%

Year 1 Attainment Data

(Percentage working at the expected standard or greater depth within the expected standard)

Attainment Data		Phonics	Reading	Writing	Mathematics
Year 1 (2 SEND children)	SEND	100%	0%	0%	0%
	Non-SEND	100%	93%	93%	93%

Year 2 Attainment Data

(Percentage working at the expected standard or greater depth within the expected standard)

Attainment Data		Reading	Writing	Mathematics
Year 2 (7 SEND children)	SEND	57%	71%	86%
	Non-SEND	88%	91%	94%