



SEND Report 2017/18: This was reviewed 07/2017, it will be reviewed again 07/2018)

Types of SEND Provision

Communication and Interaction

- Autism Spectrum Conditions (inc. Asperger's Syndrome)
- Speech and Language Difficulties

Cognition and Learning

- Dyslexia
- Dyscalculia
- Dyspraxia
- Auditory Processing Disorder
- Moderate Learning Difficulties

Social, Emotional and Mental Difficulties

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment disorder
- Mental Illness-Depression
- Self-harm

Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Motor skill difficulties

Please see our Provision Map poster on our website.

Identifying and Assessing Needs

- Information provided by SENDCo from previous schools
- Meeting with Parents
- Teachers Assessments
- SEND Assessments:
 - GRT II Group Reading Test II (NFER Nelson) 2000
 - WRAT 4 Wide Range Achievement Test (PAR) 2006
 - DASH Detailed Assessment of Speed of Handwriting (Pearson) 2007
 - Digit Memory Digit Memory (Turner and Ridsdale) 2004
 - BPVS The British Picture Vocabulary Scale 2nd Edition (NFER Nelson) 1997
 - STAR Reading Accelerated Reader (Renaissance Learning) 2012
 - RAVENS RAVENS Standard Progressive Matrices (Pearson) 2008
 - PhAB Phonological Assessment Battery (GL Assessment) 1997
 - BOXALL The BOXALL Profile (Nurture Group Network) 1984
- Liaison with Local Authority specialists
- Liaison with outside Agencies (e.g. CAMH, Edwin Lobo CDC, CHUMS)

Contact Us

- SENDCo: Ms Caraca
Tel: 01582 869540
Mobile: 07842901280
Email: CCaraca@houghtonregisacademy.org
- Advisory Council Member responsible for SEND: Mrs Babiak

Please note: email and text are the best forms of contact.

Consulting with Parents and Students

At Houghton Regis Academy we consult parents of students with SEND and involve them in their child's education.

- Discussion reassessment
- Recorded Planning / Progress meetings
- Parent's Evenings
- Written reports
- Methods of communication: Meetings, letters, email and text
- SEND Reviews bi-annually

At Houghton Regis Academy we consult students with SEND and involve them in their education.

- Discussion reassessment
- Planning meetings
- Progress meetings
- SEND Reviews bi-annually

Parents who have a concern regarding the provision for their child's SEND should contact the SENDCo in the first instance. Should you remain dissatisfied your specific concerns should be addressed to the Academy Principal. If you are still unhappy, the Academy Executive Principal or the Advisory Council Member for SEND should be contacted and a meeting arranged.

Assessing and Reviewing Student Progress

All students at Houghton Regis Academy are tracked for progress and attainment by all teaching staff. The SENCo also monitors all students, assessing and reviewing student's progress towards outcomes.

At Houghton Regis Academy, when students are placed on the SEND register we follow the **Plan / Do / Review** model for SEND, this will include:

- Teacher assessments
- Academy data collection
- Comparison with national data
- Teaching Assistant support
- Learning Mentor support
- Review meetings
- Written reports
- Additional interventions
- Greenwood Dale Foundation Trust (GDFT) SEND Education Advisors
- Request for LA involvement
- Access Arrangements
- Requesting an EHC Plan

Preparing for the Next Stage

Supporting students in moving between phases of education and in preparing for adulthood:

As students prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. At Houghton Regis Academy we facilitate this transition in the following ways:

- Transition arrangements
- Enhanced Transition packages
- Information sharing
- Team around the Child (TAC) meetings
- Local Authority involvement
- Early Help Assessment (EHA), formally Common Assessment Framework (CAF)
- Careers advice

Teaching Students with SEND

All students with special educational needs, whether physical, intellectual, social or emotional, should, wherever possible, be integrated in mainstream school having access to appropriate educational provision to allow them to experience a broad and balanced curriculum. It is intended that such provision should enable them to fulfil their potential. We recognise that many students will have Special Educational Needs at some time during their school life. As a school we follow the SEND Code of Practice.

All students with SEND are taught a full range of subjects by teachers with training and experience of adapting lessons to make them accessible, but appropriately challenging, for all students. Students have access to all aspects of the curriculum unless otherwise stated in a published Education Health Care (EHC) plan. The quality of every teacher's provision for students with SEND is observed, monitored and challenged as part of the academy's quality assurance processes and the teachers' annual performance management arrangements. The academy provides regular training throughout the year to support teachers in addressing specific SEND ensuring that students receive 'quality first teaching'.

Teaching Assistants provide additional support in the classroom to help students access the curriculum. Special Access Arrangements may be put in place for examinations. Targeted students may access additional learning opportunities, our aim is to encourage and prepare all students to become independent learners.

Aims of SEND:

- ◆ SEND is viewed by staff as a whole school responsibility.
- ◆ To ensure that all students have access to a broad and balanced curriculum.
- ◆ To provide an environment that encourages learning and promotes student confidence.
- ◆ To provide a differentiated curriculum appropriate to the individual's needs and ability.
- ◆ To ensure the identification of all students requiring SEND provision as early as possible in their school career.
- ◆ Students identified as having SEND are fully supported in a variety of ways.
- ◆ Students with SEND to take as full a part as possible in all school activities.
- ◆ Parents of students with SEND to be kept fully informed of their child's progress and attainment.
- ◆ Students with SEND are involved, where practicable, in decisions affecting their future SEND provision.

Evaluating Provision

At Houghton Regis Academy we evaluate the effectiveness of the provision made for students with SEND in the following ways:

- Role of the SENDCo in Plan / Do / Review
- Arrangements for monitoring individual progress
- Review meetings
- Responses to concerns re: progress
- Regular assessment arrangements - Reading Tests etc.
- Provision Maps
- Recording all interventions and outcomes
- Monitoring impact of specialist intervention programmes
- Monitoring staff deployment
- Greenwood Dale Foundation Trust (GDFT) quality assurance arrangements (SEND audit/review)
- Comparison with national data

Accessing the Curriculum

Adaptations are made to the curriculum and the learning environment of children and young people with SEND.

Please contact the school if you wish to have a copy of our Accessibility Plan.

Specialist Support

At Houghton Regis Academy we have the following expertise and training:

Specific staff qualifications/training

SENDCo: BEd, CELTA, CPT3A

The following qualifications are represented within the Teaching Assistant team:

- NVQ Teaching Assistant award (level 2)
- NVQ Teaching Assistant award (level 3)
- QCF Supporting Teaching & Learning (level 3)
- City & Guilds Teaching Assistant certificate (level 3)
- Health and Social Care National Diploma (level 3)
- British Sign Language (level 1)
- British Sign Language (level 2)

The team follow an internal program of staff training, this year we focused on Blooms taxonomy and how it relates to classroom support.

In addition we secure:

- Links with external professionals –Educational Psychologist /CAMHS / Paediatrician /Sensory Impairment Team etc.
- School nurse
- Local Authority SEND contact
- Commissioned Counsellors
- Multi-agency meetings when required
- Care Plan arrangements

Accessing Enrichment Opportunities

Students with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND, this will include:

- Support to access clubs
- Arrangements re: day /residential trips

Extra Curricula activities offered by the SEND Department:

- ◆ Lunch Club - We meet daily to help encourage appropriate interaction between peers, this is achieved through games (board games, Uno, Scrabble) and social activities such as origami. This is also a chance to do homework with support from the SEND team.
- ◆ Aspies Club - Our very own members club, invitation only. This is a social club for students who may have problems with social skills and interaction, who have questions about school life or just for students who want to make friends the easy way.

Please contact the Form Tutor or SENDCo if you have any concerns.

Pastoral Support

As well as the pastoral support offered by our team of Form Tutors and Heads of Key Stage. The SEND Department is committed to improving emotional and social development. This includes extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

Some of the following may be involved:

- Academy ethos re: valuing the individual/equality duties
- Pastoral contacts
- Mentoring schemes
- Support for unstructured times
- Personal care provisions
- Counselling provision
- Child and Adolescent Mental Health (CAMHS)
<https://www.elft.nhs.uk/service/113/Dunstable---Child-and-Adolescent-Mental-Health-Team>
- CHUMS (Child bereavement, trauma and wellbeing service) <http://www.chums.uk.com/>
- Student surveys
- Parent surveys

**Central
Bedfordshire
The Local Offer**

Please link to Central Bedfordshire's Local Offer:

<http://www.centralbedfordshire.gov.uk/children/SEND-disability/landing.aspx>



Our SEND Policy can be found on the Policies page