

Tweendykes



SEN Information Report for Academic Year 2023/2024

This policy was approved by Governors on 29/09/23

This policy will be reviewed annually.

This information report has been prepared by Pierre Fenner - Headteacher and approved by the Local Governing Body on 29/09/23 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEN policy.

<p>The academy makes provision for the following kinds of SEN</p>	<p>Tweendykes school currently supports children who have a range of special educational needs and disabilities (SEND). The Code of Practice 2015 describes four broad areas of SEND:</p> <ol style="list-style-type: none"> 1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD). 2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia. 3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health. 4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI). <p>The school has direct experience of supporting children with all of the above, although especially pupils with SLD and ASD.</p>
<p>The academy identifies and assesses SEN by:</p>	<p>The identification and assessment of pupils with special educational needs is an ongoing process and is the responsibility of all who come into contact with the pupils. The early identification of needs gives rise to suitable, effective provision for pupils and ultimately successful outcomes.</p> <p>The school is committed to the early identification and support of all pupils. The school has a clearly defined graduated response.</p> <p>Arrangements are in place to identify and review pupils' needs on a routine basis. These assessments are reviewed following an 'assess-plan-do-review' model, to ensure support is graduated, matched to need, barriers to learning are identified and a clear picture of the support needs of the child is formed. Person-centred planning forms an important part of the process and helps inform what works for the child.</p>

	<p>The professional judgement of practitioners in the school, alongside the views and wishes of pupils and parents plays an important role in the assessment and review of pupils' needs. Where required we liaise with other professionals including speech and language therapy, educational psychologists, physiotherapists, occupational therapists, ... to provide additional assessment information.</p> <p>All pupils at the school have been assessed by the Local Authority and will have an Education, Health and Care Plan or be in the process of receiving one. If a pupil has not yet received their EHC they will be offered an assessment place, during which an Education, Health and Care Plan will usually be sought.</p>
<p>The academy supports SEN in accordance with its policy framework which is set out at:</p>	<p>At Tweendykes we value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We cherish this diversity and recognise the benefits to everyone in having an inclusive education system. At Tweendykes we ensure all pupils, regardless of their specific needs are supported to make the best possible progress. We believe that pupils with SEND and their parent/carers should be at the heart of planning and decision making. We aspire to the HET vision of a person-centred approach. We aim to provide opportunities for pupils with SEND and their parent/carers to play an active role in planning their provision in accordance with the SEND Code of Practice.</p> <p>Pupils will have special educational needs throughout their school career, this policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of difficulty experienced by the child.</p> <p>All children have an entitlement to a broad and balanced developmental curriculum which is differentiated to enable children to understand the relevance and purpose of learning activities. It is also designed to help pupils experience levels of understanding and rates of progress that bring feelings of success and achievement.</p> <p>We recognise that pupils' learning needs to be presented in a way that is developmentally accurate to their level of development. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning. Our school understands that engagement is crucial in supporting pupils' understanding and as such the school offers a thematic curriculum to ease access and to spark interest in learning.</p> <p>Tweendykes provides a broad and balanced developmental curriculum for all children. When planning, teachers set suitable learning challenges and</p>

respond to children's diverse learning needs. Individual Education Plans (IEPs) are used for all pupils. Whilst teachers set targets which are deliberately ambitious, by breaking down outcomes into finely graded steps, we ensure that children experience success.

Our school's curriculum takes note of person-centred planning principles by recognising the learning priorities identified by pupils, parents, school staff and other professionals through outcomes planning. The ultimate aim is to support pupils make a successful transition into adulthood. Alongside personalised learning as defined by the outcomes in education, health and care planning the curriculum also focuses on four main pillars:

- Communication-English
- Cognition-Maths
- Physical & Sensory development-PE
- Personal Development-PSHE.

Tweendykes recognises the importance of social communication skills and the school places particular focus on pupils' development in this area. The SCERTS framework supports this work.

The identification and delivery of work and support towards outcomes is of paramount importance in ensuring success for children and young people.

Arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. This includes opportunities to work with parents and young people as part of this assessment and review. This assessment is reviewed regularly, which helps ensure that support is matched to need, barriers to learning are identified and that a clear picture of the interventions is put in place.

Packages of interventions and support are reviewed routinely, on a termly basis, through the Individual Education Plan (IEP) process. Education, Health and Care plans are reviewed annually.

Quality first teaching, based upon a balanced, developmental curriculum, alongside high quality, personalised support for learning form the foundation for the school's approach to teaching children and young people with SEND.

The school puts in place provision for a wide range of learning needs, as defined by the outcomes pupils are working towards.

Pupils' provision is based upon the adaptations they require to learn effectively. Reasonable adjustments may be identified through person-

centred planning means, when discussing outcomes, for instance. Provision may also be identified more broadly for a wider group of pupils through school improvement planning.

The provision outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

a) The school closely monitors the progress of all our pupils. The effectiveness of the pupils' provision is evaluated by ensuring that all pupils make good or better progress. This is reviewed termly by class teachers in collaboration with parents, the heads of phase and, where possible, the pupils themselves. Provision is evaluated on an ongoing, formative basis and reviewed summatively at a pupil's review of their Education, Health and Care plan.

b) It should be noted that in exceptional circumstances some pupils do not make progress due to complex medical needs. For these pupils we may evaluate the quality of their educational provision in terms of the pupil's health and well-being.

c) We use a range of interventions to support our pupils. These interventions are selected and applied on a personalised basis.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Staff respond to children's needs by:

- providing support for children who need help with interaction, communication and language;
- evaluating the effectiveness of children and young people's person-centred strategies;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and take part in learning effectively and safely;

	<ul style="list-style-type: none"> • helping individuals to manage their learning, particularly trauma or stress, and to take part in learning. <p>Further information can be found in the trust’s (Humber Education Trust) Special Educational Needs and Disability (SEND) Policy which can be found on the school website.</p> <p>Other policies which describe our regulatory responsibilities include;</p> <ul style="list-style-type: none"> - Accessibility Plan - Equality Information - Home-school agreement document - Supporting Children with Medical Conditions - Learning & Support Policy <p>For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>Equality Act, Advice for schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf</p> <p>Equality and Human Rights Commission guidance on Reasonable adjustments: https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils</p> <p>Guidance on supporting pupils at school with medical conditions: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3</p>
<p>The academy’s SENCO’s details are:</p>	<p>Pierre Fenner</p> <p>PFenner@tweendykes.het.academy</p> <p>(01482) 826508</p>
<p>The academy’s staff have been trained and have expertise</p>	<p>The school aims to be outward looking, up to date and innovative in our approach and operate an effective professional development programme for all staff including teachers and support staff on special educational needs. Staff seek training from outside support agencies when necessary.</p>

<p>in the following areas:</p>	<p>School staff receive a high level of ongoing training and demonstrate a high degree of expertise in their care, support and teaching of pupils with a broad range of needs. This document outlines the importance of correct, efficient, fluent use of teaching strategies, tailored to support individual pupils.</p> <p>The school takes action to remove barriers to learning and actively promotes staff to employ an enquiring mind-set when working with our pupils. Tweendykes recognises the importance of finding out about how our pupils learn and making valued professional judgements, so that we may best support their learning. Developing ‘teams’ of staff is critical to achieving in-depth knowledge of the pupils.</p> <p>Staff have completed the following training:</p> <ul style="list-style-type: none"> - SCERTS (Social Communication, Emotional Regulation and Transactional Support) - Person Centred Planning - TEACCH awareness - Communication & Interaction training - Autism awareness - ELSA (Emotional Literacy Support Assistant) - Sensory processing difficulty awareness - Team Teach - Moving and Handling - Epilepsy awareness & buccal midazolam <p><i>This list is not exhaustive.</i></p>
<p>The academy will secure equipment and facilities for children with SEND by:</p>	<p>All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.</p>

<p>The academy aims to involve the parents and children with SEND in the education of the children and will do so by:</p>	<p>Tweendykes recognises the significant contribution parents can make to the education of their child and as such the school seeks to work in full partnership with parents. At all stages of a pupil’s time at Tweendykes, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child’s education and in identifying outcomes that will make a difference to them and their child.</p> <p>Ensuring parents’ views of key areas for development is of significant importance to the person-centred planning process. Tweendykes seeks to gain the views of parents of pupils in school and is committed to supporting parents in planning for outcomes. The school works alongside parent partnership organisations to support this aim.</p> <p>The school has an active parent partnership committee which provides a wide range of opportunities for parents to come into school, develop skills and to meet other parents. The committee also help ensure that information given to parents is easily accessible, including through the school’s website.</p> <p>School staff keep parent/carers up to date on their child’s progress and outcomes in a number of ways:</p> <ul style="list-style-type: none"> • Liaison with the class/form teacher informally • Copies of their child’s Individual Education Plan (IEP) • Informally through home school diary, photographs, apps and annotated work • Parent Open Mornings when advice and support in helping their child at home can also be given. • Formal review of their child’s progress with class teacher and member of senior leadership team (SLT) • End of year report • Home school communication charter. This Charter sets out how communication will be managed to make sure it is balanced with a range of measures of how we will share information with you, and how you communicate with the school. This is in addition to parents’ mornings, school events etc. • Home school Curriculum. This is a class document to be shared to all parents so they can offer similar learning opportunities in the home environment. Parents are encouraged to enhance their child’s progress through sharing books, singing songs, or carry out some simple science experiments.
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<p>Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:</p>	<p>If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, Assistant Headteachers or the Head Teacher by email office@tweendykes.het.academy or by making an appointment through the school office.</p> <p>Complaints Procedure — Tweendykes School & Sixth Form</p>
<p>The academy works with other agencies to support children with SEND and their families by:</p>	<p>There are occasions when the school require further expertise and guidance and use the following local support services on a needs-led basis (this list is not exhaustive):</p> <ul style="list-style-type: none"> • Educational Psychologists • Speech and Language Therapists • CAHMS (including CTLD: nursing team for children with learning difficulties) • Public Health Nursing Team

	<ul style="list-style-type: none"> • National Autism Society • IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical) • Social Care Teams • Children’s Centres • Kids – Parent Partnership - SENDIASS • Sensory Integration Therapists • Physiotherapists • Occupational Therapists
<p>The academy acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Hull SENDIASS (kids.org.uk)</p>
<p>The academy works on transition arrangements for children joining or leaving the</p>	<p>In the event of a pupil moving between phases of education or moving between schools, this would lead to an adjustment in the pupil’s learning needs. Outcomes and their correlating provision would be amended to take account of the learning and support needs of the pupils, on a case-by-case, personalised basis.</p> <p>Pupil transitions, whether from other schools to Tweendykes, or internally, are handled sensitively and take into account a great number of contextual variables that can play a large part in supporting a pupil’s transition. Class</p>

<p>academy by:</p>	<p>teams work hard to gather the information they need to make sure that pupils joining their classes can get off to a good start. Liaison with previous staff, along with other professionals and the pupils' parents help make sure the provision arrangements are identified.</p> <p>Work to explore pupils' options and prepare them for post-16 education and post-19 provision begins in Year 9 and continues until the end of Year 14. This takes place through the EHCP Annual Review process, information events for parents and carers, and opportunities to pupils to have contact with post-16 and post-19 providers. The school aims to provide accurate, impartial advice about future options, supported by the Connexions service, Adult Social Work Teams, the Hull Local Offer and the East Riding Local Offer services.</p> <p>Targeted work in the school's 6th form helps to identify pupils' next steps, taking into account the pupil's broader, holistic needs.</p>
<p>The Local Offer produced by the Hull Local Authority is available at:</p>	<p>Home Hull SEND Local Offer (mylocaloffer.org)</p>