



Huxlow Academy

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Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
L. Gauvrit	SEND	Sept 2024	Sept 2024	Annual	Sept 2025

SEND Information Report

Policy Approver: Local Governing Body

Introduction

This SEND Information Report exists to inform parents and young people in a straightforward manner about how Huxlow Academy implements its policies towards SEND. It will be updated at least once annually.

The SENDCo at Huxlow Academy is Mrs Laura Gauvrit. She is supported by a team of teaching assistants who assist in the coordination of provision for students with SEND.

The SENDCo can be contacted via the main school telephone number, or by email:

l.gauvrit@huxlow.northants.sch.uk

Huxlow Academy is a mixed 11-18 secondary school in Irthlingborough, Northants. We serve a wide local community. We are a large secondary school with around 1200 students. We provide a stable, caring environment in which all students are known and valued.

How does the school know if students need extra help with learning?

At Huxlow, we provide support for pupils whose needs fall into four broad areas. Pupils may have needs that fall primarily into one of these areas, or multiple. We understand that pupil needs can change over time.

The four broad areas, as defined by the SEND Code of Practice, are:

1. Communication and interaction needs. This includes: Speech and language needs and Autism spectrum condition, along with other specific speech language and communication needs.
2. Cognition and learning needs. This includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. Also included are broader learning difficulties, such as global developmental delay.
3. Social, emotional and mental health needs. This includes ADHD, Anxiety Disorder and a broad spectrum of mild to moderate mental health needs, including attachment disorder.
4. Sensory or physical needs. This includes physical disabilities, hearing and visual impairments.

A school's provision for SEND is defined as support which is ***additional to, or different from***, that which is available to all students.

At Huxlow Academy we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND through a variety of ways, including the following:

- Liaison with primary school/previous school – we may assess whether a student's needs are still apparent at Secondary School
- The student performing significantly below expected levels

- Concerns raised by parent or carer
- Concerns raised by a teacher

Upon entry, all students undertake a range of assessments to try and identify any possible cognitive difficulties. For other types of SEND, the school makes use of checklists to ensure a student's strengths and weaknesses are analysed, and barriers to learning are accurately identified. If a student is identified as having SEND (diagnosis of need, outside agency support/reports) then their name will be added to the SEND register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations or to improve outcomes, so once they reach this threshold, they may be removed from the school's SEND register. If they fall behind again at any point, then they may be added to the register again.

There are many barriers to learning that all students may face at some point during their time at school. All teachers are expected to consider the individual learning needs of all students and make changes to their approach to ensure they achieve. If a teacher has further concerns, they can seek the advice of the SENDCo and her Team.

What should I do if I think my child has special educational needs?

Your first point of contact at school should always be your child's tutor who will be able to discuss your concerns and refer these on to the appropriate member of staff. You can also contact your child's Head of Year, the SENDCo or a member of the Senior Team.

The SENDCo or a member of the Senior Team will discuss these concerns with you further – either in person, by telephone or by email. The next stage could include classroom observations and testing using standardised tests. The SENDCo may screen for a range of additional needs using external screening tools. A full range of age appropriate, standardised tests can also be used to identify a full range of learning needs. The results of tests will always be discussed fully with both parents and the student in question. The SENDCo may offer links to a range of appropriate supportive outside agencies.

How will the school support my child?

Huxlow Academy aims to help all students to unlock their potential. We endeavour to identify the barriers to learning that may result in underachievement, and co-ordinate additional provision where required. Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

It is expected that the needs of the majority of SEND students can be met through a mainstream curriculum, with teacher planning taking account of starting points and progress made.

The SENDCo is responsible for ensuring teachers:

- Have all of the information they need in order to meet the needs of pupils with SEND.
- Are trained in meeting those needs

- Have support in planning to meet a child's needs, ensure the quality of teaching for students with SEND, and that provision across the school is efficiently managed.

Information regarding individual pupil needs and how best to support them in the classroom, is made available to teachers via Pupil Passports. All Pupils with SEND have a personalised Pupil Passport that is updated regularly. Teachers have access to this information through internal systems that ensure information remains on a need to know basis.

Sometimes some children require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCo is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

Wave 1 - Additional adult support in the classroom – Some year groups have Learning Support Assistants (TAs) who support the teacher in helping the learning of whole classes. The SENDCo is also able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below educational expectations for their age

Wave 2 withdrawal sessions – when students are withdrawn from some lessons in small groups for pre-arranged sessions with TAs. Lessons include, for example: handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.

Wave 3 1:1 intervention – Students are withdrawn for frequent, but short term, 1:1 sessions with either the SENDCo or an TA. Programmes are highly structured, multi-sensory and aim to ensure the learner progresses at double ratio gain (for example, makes 12 months' progress in a 6 month period.)

Assessment of additional needs focuses upon 4 factors: the child's learning characteristics, the learning environment, the tasks and activities undertaken and the teaching style.

The progress of SEND learners in all subject areas is tracked and monitored continually, and progress is compared to the progress made by the non-SEND peers of these students. Appropriate intervention can then be put into place at the appropriate time.

- *Disapplication* – if long-term intervention is needed, a student can sometimes be disappplied from a subject on the national curriculum, in order to allow time for intensive support with learning.

What is Homework?

The home learning tasks set by teachers are an integral part of a student's learning and can contribute directly to how well a student makes progress. The school expects parents to engage with their child's home learning, so that children can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning.

Who will explain provision to me?

Information about the provision in individual subjects can be discussed with subject teachers or Heads of Department. There is an annual opportunity for this at your child's parents' evening, and

teachers can meet with parents at any point in the school year to discuss your child's progress. The SENDCo will be present at parent's evenings to support where needed.

In the case of individual or small group interventions, the SENDCo will write or telephone home explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

How are Area Improvement Board (AIB) involved? What are their responsibilities?

The SENDCo reports to the AIB annually, via the nominated SEND link, to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is always maintained.

The nominated link for SEND meets with the SENDCo termly. They observe teaching and learning, discuss SEND issues within school with the SEND Team, and write a detailed follow-up report for the Head Teacher and the AIB.

How will the curriculum be matched to my child's needs? What are the school's approaches to adaptive teaching and how will that help my child?

Subject teachers are responsible for planning lessons that are accessible to all. In some curriculum areas (English, Maths and Science) students may be grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum, and it is the subject teacher's role to ensure that learning is accessible to all and every student can access the curriculum in line with their potential.

The SENDCo will observe students receiving SEND support in lessons and disseminate findings to relevant staff. Training around particular learning difficulties will then be offered. All staff work to ensure students are offered full access to a broad, balanced and relevant education in a caring environment. Teachers work with the SEND department to create individual Student Passports which include specific guidance on how to support individuals in the classroom, and desired outcomes for each student with SEND support.

In Year 8, students choose from a range of courses (GCSE/BTEC) which help to prepare them for the next step in their education when they leave Huxlow Academy. Students, parents and carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

We offer an open- door policy where parents are welcome at any time to make an appointment to meet with either a subject teacher or tutor or another member of staff if appropriate and discuss how their child is progressing. Parents can contact staff members directly by email, by writing a note in their child's planner or through the school office.

Planned arrangements for communicating between school and home include:

- Each year group has at least one parent's evening each year, when all subject teachers are available to meet with parents and discuss your child's progress and learning
- Each year group has termly progress checks including current levels of attainment and attitudes to

learning. These are sent home to parents and provide a basis for discussion about progress in different subject areas.

- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCo and attended by parents, teachers and outside agencies involved in the student's education.

How does the school know how well my child is doing?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at our school includes:

Data collection each term, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and Heads of Department in each subject area can track the progress of students across the school year and intervene if students experience difficulties or are not making the expected levels of progress.

In the case of intervention programmes progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENDCo and relevant TAs, who use the information to plan and design the next half term's intervention programme.

In-class additional support is reviewed regularly at the SEND Team meetings and at department meetings. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons. Teachers are observed by senior leaders and line managers as part of the school's Managing Performance procedures; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.

The Assistant Headteacher responsible for whole school data tracks the school's progress against national standards. This provides guidance for teachers when planning the curriculum and additional support for students.

At the start of Year 7, students are screened for reading, spelling and maths skills. This allows us to identify when they may need further support, intervention or additional assessment to detect any underlying difficulties.

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

The school uses a house point system. Positive house points are monitored by tutors and are linked to end of year rewards and tutor group prizes. The point system also enables the tutors and year Co ordinators to identify students who are falling behind their peers and gives them the tools to investigate and to address the reasons for this.

The Huxlow Support Centre is open and staffed from 8.30am and students are encouraged to come and make use of the facilities and the one-to-one help available. The staff in the support centre are trained Mental Health First Aiders and provide professional and supportive mentoring assistance, responding to individual requirements, by offering support on:

- Emotional, mental health and wellbeing difficulties

- Classroom strategies to diffuse, resolve and refocus
- Action planning and practical planning strategies
- Managing self-esteem, motivation, confidence, bullying and anxiety
- Reflective practice to identify and focus on the positives
- Identifying and set targets/goals
- Identifying strengths and work on areas for development
- Mediation and advocacy
- Dealing with peer pressure
- Providing options to make informed decisions/choices
- Issues with relationships, family and friends
- Developing social skills
- Developing communication skills
- Peer to peer mentoring/buddy system

We have a part time School Counsellor. Teachers and tutors can request this support for their students when they consider it to be suitable. The areas of emotional difficulties that these provisions are suitable for include specified social skills; friendships and relationships; anger management; loss and change; self-organisation.

We offer an Early Bird group each morning for all year groups from 8.30am.

Students who struggle with social situations are provided with a choice of quiet spaces to go to during lunchtimes, break times and before school, where they are supported by TAs to manage unstructured social time.

Every lunchtime we have staff on duty in the support centre – a supervised, safe environment where students can play games and socialise in a quieter environment.

If a student is unwell during the school day, then they will be sent to the medical room, which is run by a First Aider. If the child is too ill to stay at school, a parent will be contacted and asked to make arrangements for collecting them as soon as possible. The First Aider (or a qualified first aider in her absence) will decide if the student is well enough to stay at school or not. All relevant staff are trained annually on administering Epi-Pens for anaphylactic shock, and all staff throughout the school year are made aware of students who have severe allergies or other significant health/medical needs arising.

How does the school manage the administration of medicines?

Medicines for students are managed by the First Aider from the medical room. If a child requires medicine during the school day, the following procedures must be followed:

All medicines must be given in person to Student Services by a parent.

The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage.

Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the medical room.

To take their medicine the student must go to First Aid where the dose will be administered. Each time the medicine is administered, the time, date and dosage is recorded.

What support is there for behaviour, avoiding exclusion and increasing attendance?

The school uses a positive behaviour management system.

There are consequences for poor behaviour, which are outlined in the school behaviour policy on the school website. As well as losing rewards, students may receive sanctions such as detention, is or fixed term exclusions.

However, if a student is falling significantly behind their peers and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

The Head of Year will support parents to manage their child's attendance at school and will liaise with outside agencies if appropriate. Form Tutors, Head of Year and/or the SENDCO work with students when their learning is affected by their behaviour: providing emotional support, signposting to sources of guidance and advice, liaising with external agencies, overseeing education plans and arranging workshops/lessons about emotional, social and mental health with the School Counsellor.

The Form Tutor, Head of Year, SENDCO and/or School Counsellor work with students whose behaviour is affecting the learning of other students: helping them to develop skills for understanding and managing their emotional, social and mental health for supporting learning at school; providing education plans and arranging workshops/lessons. We also have links with outside agencies providing behaviour support.

How will my child be able to contribute their views?

Students' views are highly valued at the school and their opinions are sought on many areas of school life as well as their own learning. We use a variety of methods for seeking student views:

Student panels regularly form a part of the school's interview process for new members of staff.

A member of staff leads on whole school student voice initiatives to work with and promote students' views, enabling them to have an impact on aspects of school life.

Students leaving the school are offered the opportunity to complete an exit questionnaire, which asks for their views on their experience at school and their suggestions for changes to improve or develop students' experiences.

If your child has an EHCP, their views will be sought before any review meetings.

The SENDCO is available at both parents' evenings and tutor evenings to provide advice and guidance, or to listen to any concerns that a parent or young person may have.

What specialist services and expertise are available at or accessed by the school?

The SENDCO liaises with many specialist services and outside experts to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies

that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists, and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists Children's Services – locality teams, social
- workers, child protection teams, family intervention programmes
- Northamptonshire Educational Psychology Service
- MHST – Mental Health Support Team
- Service Six Counselling
- Referral Management Centre for ASD and ADHD team support
- SEND Support Services

What SEND training have the staff had or are currently having?

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

Our TA Team has extensive experience and training in planning, delivering and assessing intervention programmes. The team keeps up to date with training within their specialism (for example, Autism awareness.)

All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCO or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.

The school works closely with other local schools, especially our catchment primary schools, sharing training opportunities and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

During this academic year all teaching staff will receive further training as part of the school's teaching and learning training programme

How will my child be included in activities outside the classroom including school trips?

All students are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. If possible, the TA supporting a particular SEND student within the classroom can attend a school trip also.

How accessible is the school environment?

The school site is positioned on a slight slope, which means there are a few steps. The teaching blocks have stairs but no lift access.

Wheelchair users can access most of the ground floor site, or re-rooming would take place if needed.

For a student with physical difficulties or a sensory impairment, a Northants Health and Safety Adviser would be commissioned to assess the site and make individual recommendations.

How will the school prepare and support my child when joining the school or transferring to a new school?

Our goal is to make sure our new students feel like they belong at our school before they formally start.

Learning is most effective when students feel they belong and are comfortable in the school environment.

Key Stages 2 and 3

Careful transition from primary school is planned and arranged.

All students in Year 6 who have accepted a place at Huxlow Academy for Year 7 are invited to 2 intake days in early July. This provides a taste of secondary school life and involves experience of lessons, information about how the school runs and provides an opportunity for students to meet their new classmates.

Parents and Year 6 students are invited to an 'Intake Evening' in late June, to meet key members of the school staff, their tutor group and tutor for Year 7 and to receive information about the organisation of the school.

The SENDCo and Transition coordinator visit catchment primary schools to meet students, gather information from Year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents.

Teachers are provided with information about all new students' needs, strengths and background before a new academic year starts.

The Year 7 Transition coordinator allocates Year 6 students to tutor groups according to guidance and information from their primary schools.

In Year 7, students learn together about how to be effective learners and develop their own 'toolkit' of learning skills in timetabled PSHE lessons.

The school arranges regular transition groups and visits for vulnerable Year 6 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the students' needs, but typically involve: group activities; experience 'shadowing' Year 7 students; tours; and, informal gatherings for children and parents.

Key Stages 3 and 4

During Year 9, all *relevant* students will be tested for examination access arrangements. These students may have featured on the school SEND register throughout Key Stage 3 or been brought to the attention of the SENDCo by subject teachers. Students must meet the strict criteria laid out by JCQ when tested, using a range of standardised diagnostic tests. Examination concessions include the use of a reader or scribe, extra time in examinations, the use of a computer or taking examinations in a separate room. All teachers are fully aware of the exam concessions in place.

Students are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.

All students in Year 11 are provided with 1-1 careers advice from a qualified Careers Advisor to advise and help them plan possible routes for training or further education when they leave school.

Students with an EHCP who are moving on to further education are supported by the school careers service. The staff liaise closely with local colleges about individual students with SEND. This liaison is arranged in accordance with a student's needs, but typically can include extra visits or tours, meetings with college support staff; or guidance and advice for college staff on meeting the student's needs.

All information relating to a student's exam concessions is passed on to college or a training provider during the summer term of Year 11 once college places have been confirmed.

Joining mid-year

All students admitted to the school after the start of the academic year are screened on entry to identify any areas of need and to provide information to staff about the student's learning needs.

Our Year 7 Transition Ambassadors are chosen to support the new students for the first few days of being at our school. The Ambassador takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling into school.

Contact is always made with the previous school to ensure the effective transfer of information and to receive the child's school file.

Moving to another school

Contact is always made with the new school to ensure the transfer of information and to forward on to the child's school file.

How are the school's resources allocated and matched to children's needs?

We ensure that all students with SEND have their needs met to the best of the school's ability within the funds available. The budget is allocated on a needs basis. The students who have the most

complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different children require different levels of support to achieve age expected attainment.

The SENDCo consults with subject teachers, academic and year leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents for any student who requires additional support for their learning.

How do we know if it has had an impact?

We see evidence that the child is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels

The student is achieving or exceeding their expected levels of progress

Verbal feedback from the teacher, parent and student

Formal or informal observations of the child at school

Students may move off the SEND register when they have 'caught up' or made sufficient progress.

What should I do if I have a concern about the school's SEND provision?

A parent's first point of contact should be the child's tutor to share concerns.

Parents can request a meeting with the SENDCo, Senior Teacher (line manager for SEND provision) or Head teacher depending upon the seriousness of the concern.

Parents can also contact the nominated SEND AIB via the school.

Who can I contact for further information?

- IASS - Northamptonshire's Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to children and young people with Special Educational Needs and Disabilities, and their parents.

- IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk

Who should I contact if I am considering whether my child should join the school?

Contact the school's Admissions Team to arrange an appointment with a member of the Senior Team or the SENDCo to discuss your child's needs

What is the Local Offer?

Since September 2014, every local authority has been required to publish information about the services they expect to be available for children and young people with SEND from 0-25 years. This is known as the 'Local Offer'. This website puts all the information about education, health and care services, leisure activities and support groups in one place. This makes it easier for families to access and use a vast range of information and resources. The Local Offer can be found at:

<https://www.northnorthants.gov.uk/schools-and-education/local-offer-send-and-ehc-plans>