



Hardingstone Academy SEND information Report 2022- 2023

Introduction

All schools are supported by the Academy to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. At Hardingstone Academy we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. By regularly reviewing children's progress across the curriculum, we can enable suitable provisions to be put in place that create the best impact for our children. Please refer to our Inclusion and Equality Policy, which outlines the purpose, nature and management of special educational needs within our school.

Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age,

or

- Have a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

What is the Local Authority Local Offer?

The *Children and Families Bill*, enacted in 2014 requires Local Authorities and schools to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Northamptonshire Local Offer can be accessed at:

Tel: 0300 126 1000

[Local Offer \(northamptonshire.gov.uk\)](http://northamptonshire.gov.uk)

LocalOffer@northamptonshire.gov.uk

[The Local Offer Northamptonshire | Facebook](#)

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What kinds of special educational needs might children have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different, and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience

difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation delivered through quality-first teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more

difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Overseeing support that TAs provide for your child
- Ensuring that you are involved in supporting your child's learning.

The Inclusion Lead/SENDCo: Miss Chantelle James

Email: Chantelle.James@hardingstone.emat.uk

Responsible for:

- The leadership and professional guidance to staff in the school and will work closely with staff, parents and carers, and other agencies to provide information, support and advice.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Overseeing the day-to-day operation, developing and reviewing the school's SEN policy.
- Advising on a graduated approach to provide SEN support.

- Promoting person-centred, inclusive, practice in which the interests and needs of pupils with SEN and/or disabilities are at the heart of everything that they do.
- Being aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family to ensure that children with SEN receive appropriate support and high-quality teaching, make at least good progress and achieve good outcomes.
- Liaising, and being a key point of contact, with all the other professionals who may be coming into school to help support your child's learning, e.g., Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Liaising with the relevant designated teacher where a looked after pupil has SEN
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in setting clear outcomes and reviewing how they are doing.

The Executive Head Teacher: Mrs Zoe McIntyre

is responsible for:

- ensuring that there is a qualified teacher designated as Special Educational Needs (SEN) co-ordinator (SENDCO) for the school.
- overseeing the strategic development of the school,

The Executive head will give responsibility to the Inclusion Lead, Assistant principal and class teachers, but is still responsible for ensuring that your child's needs are met.

School email address: zoe.mcintyre@emat.uk

Mrs Julie Stevens, Head of School, is

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Making sure that the Academy Trust (EMAT) is kept up to date about issues relating to SEND.

Email: Julie.Stevens@hardingstone.emat.uk

School contact telephone number: 01604 761250

SEND Governor, Jo Daniels.

Email: jo.daniels@nia.emat.uk

Responsible for:

- Working with the head teacher and SENDCO to ensure that all children with SEN are catered for and that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Understand and meet their statutory responsibilities towards children and young people with SEN and/or disabilities.
- Promote improvement in teaching and learning to identify, assess and meet the needs of children and young people with SEN and/or disabilities, within a person-centred approach.

How are children with Special Educational Needs identified and assessed?

At Hardingstone Academy children are identified as having SEND through a variety of ways including the following:

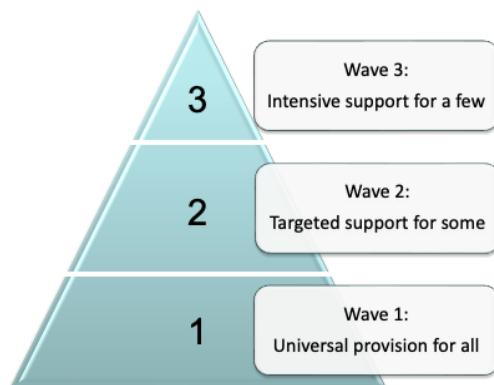
- Liaison with the previous educational setting
- Tracking information - is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school-based assessments and observations carried out by the inclusion Lead where concerns raised
- Concerns raised by parents

- Concern raised by school staff
- Liaison with external agencies
- Health diagnosis

What are the different types of support available for children with SEND in our school?

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this."

(SEND Code of Practice, 2015)



The Waves of Provision model is a conceptual framework that supports our planning of provision for pupils across EMAT.

Wave 1) Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your child this would mean:

1. That the teacher has the highest possible expectations for your child and all pupils in their class.
2. That all teaching builds on your child's prior knowledge, can do and can understand.
3. That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning through manipulatives/ resources or accessible visuals such as working walls.
4. That specific strategies (which may be suggested by the Inclusion Lead) are in place to support your child to learn.
5. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some 'additional to or different from' support to help them make the best possible progress.

Wave 2) Targeted, specific group work

Intervention programmes which may be:

- Run in the classroom or a group room/ area.
- Run by a teacher or a teaching assistant (TA).

Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the Speech and Language Team/Inclusion Lead/class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Wave 3) Specified Individual and Intensive support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs (pre-2014) or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing, a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline how many hours of additional support your child needs. It will also outline how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through funding, but this is a collaborative decision involving education or health care professionals and yourself.

[See Appendix 1- Wave Model]

How can I let the school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially. Your child's teacher will inform and collaborate with the SENDCO.
- If you continue to be concerned that your child is not making progress, you may speak to the Inclusion Lead/ SENDCO or Principal.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated to children, and how do they progress in their learning?

- The school budget includes money for supporting children with SEND.
- The Executive Head and Head of School, decides on the deployment of resources for Special Educational Needs and Disabilities, based on needs in the school.
- The school identifies the needs of SEN pupils on a provision map. Hardingstone uses an online tool called Edukey to centralise all of this information. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants working with either individual children or small groups.
- The Inclusion Leader/ SENDCO works with groups/individuals when needed and will observe and assess.
- ICT support in the form of literacy (phonics play,) and maths (Maths Whizz, Number Shark, Education City, Purple Mash) programmes.
- Inclusion Team offer support for children with emotional and social development through programmes such as Drawing and Talking, Protective Behaviours, Play therapy, Relax Kids, Lego Therapy and other social small groups.
- Child Protection - Executive Head and Head of School
- Educational Psychology Service (MOSAIC)
- JOGO Behaviour Support

Local Authority Provision delivered in school

- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SEND Support Service (SSS)
- SALT (Speech and Language Therapy)
- Virtual School (Educational Support for Looked After Children)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)
- Paediatricians (Community Child Health)

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

- The Inclusion Lead's role is to support the class teacher with children with SEN.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. training on Diabetes by the Health team.
- TA's receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Some TAs have had training in the

Outstanding Teaching Assistant programme, all have had training on teaching reading, phonics and all have also had training on managing behaviour. Other training includes assessing reading and tracking progress.

- All TA's have been trained specifically in de-escalation strategies and positive handling techniques where appropriate.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using P Scales for children working below National Curriculum Level 1) and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for P Scales and for specific intervention programmes) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The Inclusion Lead is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Additional support plans will be reviewed with your involvement every term.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- The Parent Partnership Service is available to give further impartial advice and support should you need it. Further information about this service can be accessed at: <https://www.iassnorthants.co.uk/Pages/home.aspx>

- Parent Workshops available through the Local Offer available here: [Courses for parents and carers - Special educational needs and disability \(SEND\) support \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/parents-and-carers/special-educational-needs-and-disability-send-support)
- Northants Parent Forum Group (NPPFG) is an independent parent-led group formed and run by volunteers to represent the views of all families of children and young people up to aged 25 with special education needs and/or disabilities in West and North Northamptonshire. For more information and to become a member this service can be accessed at: [NPPFG Northants Parent Forum Group](https://www.nppfg.co.uk/)

How is Hardingstone Academy accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- Most of Foundation Stage and Key Stage 1 are on one level with easy access and double doors where appropriate.
- Key Stage 2 is accessible by a stairway and an access ramp.
- There is also a lift to reach the upper key stage two classrooms.
- There are disabled toilets on both floors of the school.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and numeracy, through pupil progress meetings.
- If your child is in Year 1 or above and working below National Curriculum Level 1, a more sensitive assessment tool can be used called P Scales, which shows children's attainment in more detail - breaking learning down into smaller steps.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an additional support plan based on targets agreed by teachers, parents, the Inclusion lead and/or external agencies which specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion lead will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book monitoring and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- For all children with a statement of special educational needs or an education, health and care plan, an annual review will take place with all adults and relevant professionals involved with the child to review the needs and current level of support they are receiving.

How will we support your child when they are joining the school? Leaving the school? Or moving to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.
- If your child would be helped by a social story book/passport to support them in understand moving on, one will then be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a play and activity session.
- Parents will be invited to attend an information evening/ given any relevant information to support this transition.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a social story book/passport to support them in understand moving on, one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP/ITP's will be shared with the new teacher.
- If your child would be helped by a social story/passport to support them in understand moving on, then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENDCo and class teacher will discuss the specific needs of your child with the Inclusion SENDCo of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the Inclusion SENDCo from the new school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a social story/passport to support them in understand moving on, then one will be made for them.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and struggling to communicate effectively.

- All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:
- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning) and specific programme called 'Time to Talk' for younger children. There are also similar programmes for children at Key Stage 2 that is delivered at their level. All programmes are delivered by teachers or teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through planned activities and groups.
- 1:1 lunchtime and playtime support for children to develop skills in play and social interaction

If your child still needs extra support, with your permission the Inclusion Lead will access further support through outside agencies including links with specialist schools, Local Offer support and the Early Health Assessment (EHA) process.

Butterfly Meadow- Communication and Interaction Provision

What is Hardingstone Academy's Butterfly Meadow?

At Butterfly Meadow, we provide support for young people, aged 7-11, who predominantly have Communication and Interaction needs, specifically ASD (Autism Spectrum Disorder). Some pupils are unable to cope fully with the demands of school. Our goal is to ensure that our pupils can accept and manage their differences in a safe and secure environment, that is more suited to their needs, whilst still having access to the mainstream curriculum.

A key part of our work is educating all pupils within the Hardingstone Academy community so that they understand the complex difficulties experienced daily by those with communication and interaction needs, including Autism.

How does the curriculum support my child's needs?

The purpose of our curriculum is to enable our children to engage with the world around them. We aim to develop their communication and interaction skills so that they can communicate effectively as confident individuals, stay safe and become responsible citizens. We aim to inspire our pupils and develop their independence to prepare them for the next step on their journey towards fulfilling their aspirations.

Our curriculum is based on a holistic view of the child and is personalised to meet the targets set out in their Education, Health and Care plans (EHCPs). We have organised our curriculum into the following areas : Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Lessons are not necessarily planned as discrete subjects, as they will often incorporate elements of learning from some or all of the areas with developing communication and interaction being at the heart of everything we do. Each half term we have a different topic or theme which will be used as a context for learning activities. We have chosen themes and topics that will broaden the experiences of our children and open up the world around them whilst still being relevant to their stage of development and interest.

Communication is at the heart of everything we do. Each child will have their own personalised communication pathway to enable them to develop their communication skills either verbally or non-verbally. We work closely with Speech and Language service to plan and inform personalised learning for all focused Our curriculum is also informed by The EMAT Curriculum (National Curriculum objectives), Development matters and the EYFS framework.

We recognise that we have a diverse range of needs within our Social Communication Department and therefore our teaching and learning experiences are structured into three pathways. We have called them pathways to reflect that the children are on a journey whilst they are with us. Some children may progress along the same pathway as they move through the school, however others may move onto a different pathway as they progress and develop. All learning is personalised according to each child's specific needs regardless of the pathway they are following. Teaching groups are organised according to stage of development as well as age.

How can my child get a place in Butterfly Meadow?

Children are allocated a place in the school's Butterfly Meadow by the local authority using the specification agreed by the local authority. Children will not automatically gain a place from Castle Academy's Caterpillar Pod (for ages 4-7 years). It is a requirement of the authority that the child has an EHC Plan and that the child's main area of need is Communication and Interaction, specifically Autism Spectrum Disorder (ASD). At present, Hardingstone Academy can cater for 10 children between the ages of 7 and 11.

How will Butterfly Meadow support my child?

Children in the school's Butterfly Meadow are educated using a variety of strategies and methods. The department lead adapts the curriculum to match learning outcomes to your child's learning needs. Your child will be assessed using a range of frameworks appropriate to their needs. Their learning journey will be documented and shared with you through conversations and meetings.

Advice from your child's Speech and Language Therapist is also used to guide their individual learning approaches. We liaise with the class teachers and, together with all adults involved, monitor a pupil's progress and well-being.

We also liaise with outside agencies such as Speech and Language therapists to set specific targets for each pupil. In the department your child will follow their own individual visual or written timetables so that they know exactly what they are doing throughout the day. We also have an advanced sensory room and a group room for individual or small group work, away from distractions. Children may or will progress towards accessing the mainstream classes for some of their learning, that is appropriate for their needs. We endeavour to include all children in department in whole school events such as assembly or special celebrations.

How will I know how my child is doing in the Butterfly Meadow?

In the Butterfly Meadow, we see lots of our parents on a daily basis and any issues from the day are discussed at these times. We also use the home school link book to stay in regular contact with parents/carers. We hold parents' evenings termly to talk about child's progress, how they are settling into their learning environment, successful strategies and any new targets. We ask your views on how you feel your child has been getting on with their targets and a meeting will take place to look at new targets.

How can I support my child in the Butterfly Meadow?

Together, we can work towards your child's individual targets to ensure the best possible opportunities and development for your child. Should you need any advice or strategies the Butterfly Meadow staff or SENDCO are more than happy to help.

How is Butterfly Meadow accessible for children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements and Equality Act (2010).
- Butterfly Meadow is on the lower floor with large doorways for wheelchair access.

- There are 2 disabled toilets.
- There is a large changing room.
- Key stage 1 and 2 is accessible via a ramp into the hall.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

How are transitions arranged for my child within Butterfly Meadow?

Transition arrangements are made according to the individual pupil's needs, in discussion with parents/carers and professionals involved. For some children, this may involve a more gradual and staggered process. The Inclusion Team work closely with the secondary schools in order to make each individual transition process suit the pupils needs and ensure that each transition is a smooth one.

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Executive Head, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors or EMLC trust member. A copy of the school's Complaints Procedure is available on request from the school.

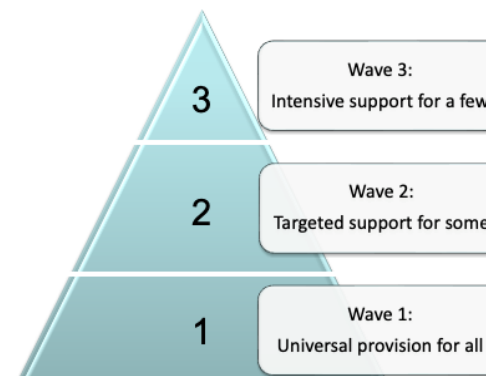
This Policy was last reviewed: February 2023.

This Policy will be reviewed: September 2023.

Appendix 1

EMAT Waves of Provision Model for Hardingstone Academy

The Waves of Provision model is a conceptual framework that supports our planning of provision for pupils across EMAT.



Area of Need	Wave 1	Wave 2	Wave 3
<i>Cognition and Learning</i>	Adapted, creative and enriched curriculum planning, activities, delivery and outcome including homework Adaptive and responsive teaching Staff awareness of metacognition Visual aids/ modelling Use of Writing frames and boxing up TA support in all classes Focussed group work with CT/TA Targeted & graded questioning	Daily 1:1 reading Phonics Boosters Booster sessions Pre and post teaching In class TA support In class targeted teacher support Handwriting group Grammar and spelling interventions	Individual strategies on Pupil Passport/ EHCP. Reduced/ increasingly personalised timetable. Small group of 1:1 English/ Maths Support. Exam concessions Advice from EP/ Specialist teacher Additional support for transition Occupational Therapy Educational Psychologist

	<p>Multi-sensory teaching strategies</p> <p>Shared target setting</p> <p>Shared learning objectives</p> <p>Mixed ability talking pairs</p> <p>Pupil & peer marking</p> <p>Whole school reward systems</p> <p>Work mats/alphabet strips/number lines</p> <p>Visual timetables in each classroom</p> <p>Interactive whiteboards in each classroom</p> <p>High frequency words and rocket word vocabulary displayed</p> <p>Working walls</p> <p>Resources such as dictionaries and thesaurus</p> <p>Daily reading</p> <p>Phonics Lessons levelled to pupils</p> <p>Recap and review quizzes.</p> <p>Handwriting practise timetabled into curriculum.</p> <p>Spelling practise</p> <p>Flashcards</p>	<p>Responsive intervention for English and Maths (Tutor/ Plus 1/ Power of 2/ Perform with time).</p> <p>Colourful semantics</p> <p>Reading comprehension intervention i.e. Language for thinking (verbal reading comprehension)</p>	
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	<p>Times tables practise timetables into curriculum.</p> <p>Development of metacognitive skills.</p>		
<i>Communication and Interaction</i>	<p>Adapted creative and enriched curriculum planning, activities, delivery and outcome e.g. simplified language, gesture</p> <p>Flexible teaching arrangements/ Adaptive and responsive teaching</p> <p>Clear, concise and modified instructions</p> <p>Repetition</p> <p>Visual aids/modelling incl. Hare and Tortoise talk</p> <p>Interactive whiteboards in each classroom</p> <p>Visual timetables</p> <p>Structured learning</p> <p>Discrete teaching of formal and informal registers</p> <p>Structured school and class routine</p> <p>Focussed group work with CT/TA</p> <p>In-class TA support or targeted teacher support.</p> <p>Learning through talk and discussion.</p>	<p>In class teacher support from Teacher or TA with focus on supporting speech and language.</p> <p>Chataways</p> <p>Nelli</p> <p>Social stories</p> <p>Phonics Intervention/ boosters</p> <p>Reading, Writing and Maths interventions</p> <p>Adapted curriculum</p> <p>Early speech and language therapy</p> <p>Colourful semantics</p>	<p>SALT Support and advice i.e. PECS, object of reference.</p> <p>Individual strategies on Pupil Passport/ EHCP.</p> <p>Small group or 1:1 support for language</p> <p>Social skills group- Playbuddies, Time to talk, Social detectives and Friendship Formula</p> <p>Regular social stories</p> <p>Comic strip conversations</p> <p>Exam concessions</p> <p>Advice from EP/ Specialist teacher</p> <p>Additional support for transition</p>

	<p>Adapted questioning</p> <p>Multi-sensory teaching strategies</p> <p>Alternative and/or differentiated recording strategies – eg: use of symbols.</p> <p>Mixed ability talking partners</p> <p>Environmental Cues i.e.. Labelling</p> <p>Language rich and ‘safe’ environment</p> <p>Seating arrangements are considered.</p> <p>Encouraging independence with aids used.</p>		
<i>Social, emotional and mental health</i>	<p>Whole school ethos built on understanding of need to foster good, effective relationships/</p> <p>Whole school behaviour policy based on graduated response – clear sanctions and rewards.</p> <p>Adaptive and responsive teaching</p> <p>Whole school use of 123 magic.</p> <p>Whole school use of zones of regulation language</p> <p>PSHE- use of Jigsaw programme</p> <p>Regulation stations</p> <p>Worry monsters</p>	<p>Socially speaking</p> <p>Group circle time</p> <p>In class support for supporting behaviour targets, access and safety</p> <p>School nurse involvement.</p> <p>Peer buddies.</p> <p>Sensory resources</p> <p>Meet and Greet</p> <p>Friendship formula</p> <p>Playbuddies</p> <p>Time to talk</p>	<p>Sue Green’s therapy/ counselling/ anger management sessions.</p> <p>Drawing and talking.</p> <p>Vocational options- Ride High.</p> <p>Speech and Language</p> <p>Small group or 1:1 support for social skills.</p> <p>Individual reward system</p> <p>Individual support or mentoring.</p> <p>Advice from Educational Psychologist/ Specialist teacher</p> <p>Pastoral support</p>

	<p>Whole school reward systems</p> <p>School and class routines</p> <p>Role models</p> <p>TA support in class</p> <p>PSHE curriculum</p> <p>Mixed ability pairs</p> <p>Shared target setting</p> <p>Targeted praise</p> <p>School council</p> <p>Class afternoons to share work with parents</p> <p>After school clubs</p> <p>Brain breaks</p> <p>Attendance recognition</p> <p>Star of the week</p> <p>Value of the week</p> <p>Home/school agreements</p> <p>Development of metacognitive skills</p>		<p>Behaviour support plan</p> <p>Early help assessment (EHA)</p> <p>Additional support for transition.</p>
<i>Sensory and Physical</i>	<p>High levels of challenge and expectation</p> <p>Adapted curriculum planning</p>	<p>Sensory circuits</p> <p>Additional handwriting practice</p>	<p>Physiotherapy exercises/ programme</p> <p>Occupational therapy exercises/ programme</p>

	<p>Adapted questions/ modelling/ explaining</p> <p>Adaptive and responsive teaching</p> <p>Staff aware of implications and have a basic understanding of sensory needs and physical impairment</p> <p>Moving and handling training</p> <p>Opportunities to work in quiet space when appropriate</p> <p>Flexible teaching arrangements e.g. foot rests</p> <p>Brain breaks and movement breaks</p> <p>Outside provision incl. exercise equipment and trim trail.</p> <p>Nelson handwriting scheme</p> <p>Interactive whiteboards in each classroom</p> <p>Visual aids inc timetable</p> <p>Practical resources</p> <p>Use of laptops where required.</p> <p>Carpeted classrooms and corridors</p> <p>Home/School agreements</p> <p>Writing slopes, pencil grips, scissors, foot boxes.</p>	<p>Strength work for developing motor skills</p> <p>In class support for supporting access and safety.</p> <p>Sensory resources.</p>	<p>Motor skills programme</p> <p>IT i.e. access to laptops</p> <p>Use of appropriate resources i.e. radio aids</p> <p>Hearing impairment team</p> <p>Visual impairment team</p> <p>School Nurse</p> <p>GP</p> <p>Individual strategies on Pupil Passport/ EHCP</p> <p>1:1 support in class</p> <p>Advice from Educational Psychologist/ specialist teacher</p> <p>Signing</p> <p>Exam concessions</p> <p>Additional support for transition.</p>
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	Sensory resources Encourage independence		
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