

## **SEND Information Report 2023-24**

At The Hundred of Hoo Academy we value the abilities of all our pupils and strive to provide the best education to all our pupils so they can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every young person in our care, and to also provide a safe and fully equipped learning environment, which caters to the needs of every pupil as an individual. We are committed to providing excellent provision for all pupils with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

### **1) The kinds of SEND that are provided for at Hundred of Hoo Academy:**

At The Hundred of Hoo Academy we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

The range of special needs currently being met at our Primary Academy include: ADHD, anxiety, autism, dyslexia, fine and gross motor skill delay, hypermobility, mental health needs, moderate learning difficulties, sensory processing disorder, language disorders, and other speech and language needs, and social skills difficulties.

## **2) Policies for identifying pupils with SEND and assessing their needs:**

The Leigh Academy Trust SEND Policy 2023-2024 can be found [here](#).

At The Hundred of Hoo Primary Academy we monitor the progress of all pupils three times a year to review their academic progress. Class teachers attend Pupil Progress Meetings, attended by members of the Senior Leadership Team (SLT), including the SENCo, to discuss the progress made by all children in the class; however, children with SEN are explicitly discussed in detail and appropriate actions implemented. We also use a range of assessments with all the pupils at various points. These include Reception Baseline Assessments, Y1 Phonics Screening, Speech Link, Language Link, spelling age, reading age, Y4 Multiplication Table Test and Y2 and Y6 SATs. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Interventions can be used to support their academic progress but also their personal, emotional and social development. Examples of extra support are literacy and numeracy interventions, small group work, Lexia Core 5, speech and language interventions, pre-teaching, Memory Magic, sensory circuits, yoga, ELSA, dog therapy, LEGO-Therapy, social skills, BEAM and fine motor interventions.

As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provisions will be recorded, tracked and evaluated on a year group provision map.

If pupils continue to make inadequate progress or the class teacher still has concerns, they are able to make a SEN referral to the SENCo who will review the referral and decide on the best course of action. Action is dependent on the individual and their need but can include implementing suggested strategies or interventions, observation by the school SENCo or arranging a meeting to discuss concerns further with the parent/carers and class teacher. It may be appropriate at this stage to discuss the pupil during an In-School Review (ISR) meeting. These meetings are an opportunity to have a variety of experts from across the academy to discuss the child's needs in detail; these meetings are attended by an educational psychologist and their advice sought. Parents or carers are contacted regarding the

meeting and permission is obtained; their insight into behaviours at home and any

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Primary Principal: Mr Etheridge

concerns they may have are discussed. Minutes from this meeting and suggested actions are shared with the parents and further parent meetings arranged, if appropriate.

At The Hundred of Hoo Primary Academy we are experienced in using the following assessment tools: Speech link, Language Link, Dyslexia screening and a variety of need specific checklists. We have access to external advisors for children who meet the criteria, such as the educational psychologists, speech and language therapists, occupational therapists; further support can be accessed through Medway's Local offer, including expertise from FORTIS and the Marlborough Centre. The school SENCo is in regular contact with the School Health team and pupils can be discussed and expertise shared to ensure that they are being supported effectively. It may be that referrals to outside agencies are recommended, a diagnosis is being explored or additional support is required; if this is the case, parents and carers are consulted and consent obtained.

At this point, it may be appropriate to place the pupil on the school's SEN Register. If this is the case, a letter is sent to the parents or carers to inform them of this and the process in place. At this point, a Learning Support Plan (LSP) is created by the class teacher to outline their difficulties, teacher's concerns, their strengths, the supportive strategies in place and set targets for the pupil to achieve; these are in direct relation to the difficulties and concerns. LSPs are created with parents and carers and these are shared and their comments included.

It is important to note that some pupils may have needs but they are not on the SEND register; they are able to have their needs met through an appropriate, adapted curriculum and Quality First Teaching (QFT). These children are carefully monitored and, if necessary, are added to the SEN monitoring list.

## **2) The name and contact details of the Primary SENDCo:**

Primary Academy SENCo - Mr Harry Paterson [primarysen@hundredofhooacademy.org.uk](mailto:primarysen@hundredofhooacademy.org.uk)

Primary Pastoral Support Manager - Miss Emily Murrells

[primaryoffice@hundredofhooacademy.org.uk](mailto:primaryoffice@hundredofhooacademy.org.uk)

The Primary SENCo is Mr Harry Paterson - his days in the SENCo role are Monday, Tuesday and Wednesday. If you feel that your child may have Special Educational Needs or you have a concern, please always ensure that you speak to the class teacher first and discuss what strategies or support could be put in place to support them.

Parents can expect to have a response to their enquiry within 48 hours (2 working days) of their message being received by the member of staff.

### **3) Arrangements for consulting parents of children with SEND and involving them in their child's education:**

Children that are on the school's SEN register are invited to discuss the progress of their children on three occasions, at least one of these will be with the SENCo, as well as a written report at the end of the year. The SENCo parent consultation days are carefully mapped, by year group, across the whole academic year and parents and carers are offered appointments in person, by phone or by video call so that they are accessible to all. In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review. Information will be made accessible for parents.

As previously mentioned, LSPs are created for all children on the SEN register; these are shared with parents and carers to obtain their thoughts and insights so that LSPs can be edited to reflect this. Plans are updated at least three times a year and current LSPs are added to BromCom so that relevant school staff have access.

Appointments can be made with the Primary SENCo at any point during the school year to discuss their child's needs or any concerns they may have.

If the pupil is a looked after child or they have a social/Early help worker, their progress will also be fed back during relevant meetings, these sessions will stand alone from the previously mentioned review meetings.

#### **4) Arrangements for consulting pupils with SEN and involving them in their education:**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Pupil insight is obtained when creating and updating their LSP; importantly, the children are asked what they are good at, what they find challenging and what are the best ways for them to be helped. Children are asked to self-assess themselves at the start of any targets being set and again when the set time has come to an end to measure the progress the child has made.

Parents and teachers are likely to play a more significant role in the initial primary years with the young person taking more responsibility and acting with greater independence in later years.

#### **5) Arrangements for assessing and reviewing pupils's progress towards outcomes:**

As stated previously, all pupils at The Hundred of Hoo Primary Academy have their progress tracked at least three times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at The Hundred of Hoo Primary Academy include EYFS baseline assessments, Y1 phonics screening, Speech Link, Language Link, spelling age, reading age, Y4 times table test and KS1 and KS2 SATs. By using these, it will be possible to see if students are increasing their level of skills in key areas.

The school implements a graduated approach using the assess, plan, do, review cycle. Children on the SEN register have an LSP in place that have carefully created SMART targets. LSPs are reviewed and targets evaluated at least three times a year. If adequate progress is not being made, the learning support plan will be reviewed and adjusted; it may be necessary to raise the child at the next In-School Review or seek support from other agencies or specialists.

All classes have a provision map that outlines all of the support and interventions that are in place. All listed provisions have targets, expected outcomes, entry and exit data, and are RAG rated so that progress can be carefully reviewed and used to inform future practice and provision. All interventions have a tracking sheet that

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shows progress that is made by all participating children on a session-by-session basis and the overall success of the intervention.

LSPs, provision maps and intervention tracking sheets are monitored by the Primary SENCo on a termly basis.

## **6) Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood:**

At The Hundred of Hoo Primary Academy we work closely with the educational settings accessed by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We have a transition programme which includes transition days, taster days, visits to students' nursery placements and transition meetings.

Transitions within the primary years are carefully managed by the class teachers and overseen by the senior leadership team, including the SENCO. Meetings take place between the current and new teacher to handover any important information, both formal and informal, and any key documents. New class teachers are provided with class data, provision maps and updated learning support plans for children on the SEN register. As part of the school transition programme, students spend sessions with their new teacher in the summer terms and, if appropriate, are given social stories to support over the summer break.

We also contribute information to a students' onward destination by providing information to the next setting. We have a transition meeting with all secondary schools our students are transferring to. Our Year 6 team ensures that students are prepared for secondary school and the routines that they may experience. Students explore what they might need to pack in their bags, time management, reading timetables, including bus timetables. There is a focus on transition in Year 6 PSHE lessons in module 5 and 6. As part of our all-through school approach, students are taught by secondary subject specialist teachers for a variety of subjects, including Science, MFL, Geography, PE, drama and music. In Year 5 and 6, students are further supported with their transition to secondary school by attending the secondary site classrooms for some of their lessons. All students are offered at least

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one transition day at their new school during Term 6 of Year 6 and students with additional needs may be offered more to ease the transition.

Children with SEN may have an increased amount of visits to their secondary school to support their transition and additional meetings take place with parents, teachers, and if appropriate, the student. Small group transition interventions are put in place for children that require additional support and focus on associated anxieties and relevant social skills. Children may be provided further support through social stories.

## **7) The approach to teaching pupils with SEND:**

High quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered, SEN Code of Practice (2014, 6.37).

At The Hundred of Hoo Primary Academy, the quality of teaching is judged to be good and early years provision is judged as outstanding by Ofsted. The school continues to work closely with the Leigh Academy Trust to improve this further.

Within The Hundred of Hoo Primary Academy we monitor the quality of teaching and learning provided by all teachers and teaching assistants on a termly basis. We follow the Core Standards advice developed by Medway Council to ensure that our teaching conforms to best practice. In meeting the core standards, we employ additional teaching approaches, as advised by internal and external assessments e.g. one to one support, precision and pre-teaching, small group teaching and use of ICT software learning packages. These are delivered through the funding provided to the school as 'notional SEND funding' and pupils who require additional support that do not have an Educational, Health and Care Plan will be assessed as to whether an application for 'Top Up' Funding is appropriate. If it is agreed with parents that 'Top Up' Funding is the best way forward, then the SENCO will apply on behalf of the school. The provision for these pupils will then be defined by their costed provision plan. These will be reviewed annually.

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The Hundred of Hoo Primary Academy follows the IB Primary Years Programme (PYP) and incorporates the five essential elements of the PYP (key concepts, transdisciplinary skills, transdisciplinary themes, attitudes to learning and action) into the learning engagements for all students. This approach to learning provides the foundations for inquiry based learning through which all children are able to develop their skills and knowledge. The PYP framework is adaptive and inclusive, providing the environment for all children to engage through the learner profile attributes and units of inquiry.

### **8) How adaptations are made to the curriculum and the learning environment of pupils with SEND:**

At the Hundred of Hoo Primary Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs. Classwork is personalised for SEN students in order for them to access the curriculum. Examples of this include the use of visual aids, modified learning objectives, outcomes and learning scaffolds. A variety of resources are supplied and used in class to support students to achieve. These include manipulatives, visual prompts, vocabulary lists, to-do-lists, now and next boards, etc

The Academy Accessibility Plan can be accessed [here](#).

### **9) The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured:**

All staff have regular training on SEND, including the 4 broad areas of need. SEND training is timetabled into CPD offering and a SEND CPD session is delivered each term. The focus is carefully selected to meet the current needs of the school and teaching staff. CPD is delivered by the SENCo, a specialist member of staff or an outside agency to ensure what is delivered is of a high quality. A SEN briefing occurs each half term and is delivered to all teaching and support staff. Staff are also able to attend training around interventions to support these areas. Additional SEND CPD is created by the Leigh Academy trust and offered to staff; they can access courses that are relevant to their personal development and the needs of their



cohort. The Academy is part of The Chartered College of Teaching, who provide a huge range of CPD training for teachers, and all members of staff have access to all of the CPD offered by the National College.

Staff work closely with speech and language therapists, occupational therapists, the school health team and educational psychologists, among others, and implement plans and next steps that are agreed upon for support. We are able to access expertise from different outreach offers within the local authority and they are able to support staff.

Key staff members have also attended specialist training on emotional literacy and have become qualified Emotional Literacy Support Assistants (ELSAs). There are also members of the senior leadership team who have completed Team Teach training to support de-escalation and positive handling techniques.

#### **10) Evaluating the effectiveness of the provision made for pupils with SEND:**

The SENCo carries out formal monitoring on a termly basis and can include learning walks, book scrutiny, intervention observations, among others. The SEND governor also meets with the SENCo, a minimum of three times a year, and completes joint monitoring. Members of the academy's or Leigh Academy Trust's senior leadership team may carry out monitoring and these may have a SEND focus.

A SEND audit tool is used to assess our SEND offering and is reviewed a minimum of three times a year. This is used to ensure we are meeting effectively meeting the needs of all SEND children and all statutory obligations are fulfilled. This is used to inform the SEND action plan for the academic year.

All class provision maps are monitored on a termly basis by the SENCo and feedback is given to the class teacher. Provision maps are evaluated on a termly basis and the data and findings are used to inform next term's provision map. The members of staff carrying out the interventions use tracking sheets to track the impact of the intervention and progress made by individual pupils. These tracking sheets are used by the class teacher to inform classroom practice and future provision maps.

Pupil data is studied on a termly basis during pupil progress meetings; the progress of the students is discussed and the effectiveness of provision and interventions is evaluated.

### **11) How pupils with SEND are enabled to engage in activities available with pupils in The Hundred of Hoo Academy who do not have SEND:**

Pupils with SEND are not taught separately, we take great care in ensuring that pupils with SEND feel part of their class; this is why we try hard to have interventions within the classroom or as part of the whole class routine, where appropriate. If pupils are taken out of class, we try to stagger these times so that pupils do not always miss the same lessons each week. We encourage all pupils to try all activities and will adapt activities so that they are inclusive for all members of our school community. All clubs, trips and activities offered to pupils are available to pupils with SEND, either with or without an EHCP. Where necessary, the Academy will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

### **12) Support for improving emotional and social development:**

At The Hundred of Hoo Primary Academy, we recognise the importance of children's emotional and social development. We use a tiered and progressive approach to supporting children with their emotional, social and behavioural development. It affords a framework for clear escalation of support if earlier interventions are unsuccessful. The primary aim and goal of support of this nature is to equip children with the necessary skills to be able to regulate and manage their emotions and behaviour independently therefore leading to positive wellbeing and mental health.

Tier one: Lego therapy, which is an evidence based approach, aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names and problem-solving.

Tier two: yoga and mindfulness intervention delivered by a qualified yoga teacher. The programme takes place in small groups and provides a unique, non-contact activity with a holistic and therapeutic approach to nurture the child 'where they are'. It prioritises physical, mental and emotional wellbeing, which are fundamental to ensure children can effectively engage in their learning.

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Tier three: the dog mentor programme is built upon the benefits of the human-animal bond by providing children positive experiences with dogs that can help them educationally, developmentally, emotionally and socially.

Tier four: ELSA programme is a 6 week programme that supports the emotional development of children who are unable to regulate their emotions impacting their social, emotional and academic progress

Tier five: play therapy is carried out by a trained counsellor; it uses playtime to observe and gain insights into a child's problems. The therapist can then help the child explore emotions and deal with unresolved trauma. Through play, children can learn new coping mechanisms and how to redirect inappropriate behaviours.

Social skill interventions are also delivered and take place in small groups to support children with their social development. Children are appropriately grouped so that particular skills can be focused on and the students are provided with appropriate tools and strategies to make personal progress with their area of difficulty.

**13) How The Hundred of Hoo Primary Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEND and supporting their families:**

The Hundred of Hoo Primary Academy works closely with a range of other agencies including health services, specialist teachers, Early help, Social services and the Local Authority. Where necessary the SENDCO and/or Pastoral Support Manager can make referrals to different agencies, including Early Help or the Triple P parenting programme. Referrals can also be made to the school health team and mental health services. Parents will be informed of these referrals and permission will be requested.

The SENCo has regular meetings with the school nursing team, at least 3 times a year. to discuss pupils and support that families may need. The Hundred of Hoo Primary Academy works with the Medway Educational Psychologist team to support pupils and their teachers to ensure that pupils are able to reach their full potential. The local offer for Medway can be found [here](#).

#### **14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:**

The normal arrangements for the treatment of complaints at The Hundred of Hoo Academy are used for complaints about provision made for special educational needs. We encourage parents to first discuss their concerns with the class teacher, then the SENCO and finally the Vice Principal or Principal to resolve the issue. Should complaints remain unresolved at this stage, make the complaint formal to the Academies Director. If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children who have an Education and Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Reviewed: September 2023

Next review: September 2024