



SEND INFORMATION REPORT

School Name	Charville Academy	
Type of school	Mainstream with Special Resource Provision	Primary, Autism Specialist Provision in addition to mainstream
	Specialism	ASD (Separate admissions criteria)

At Charville Academy we welcome everybody into our community. The staff, governors, pupils and parents work together to make Charville Academy a happy, welcoming place where children and adults can develop their potential and develop as confident individuals. Charville Academy is committed to meeting the needs of all children including those with Special Educational Needs and Disabilities (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive quality first teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Charville Academy is an inclusive school in line with the SEND code of practice and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory and/or physical needs.

The range of support deployed will be tailored to the individual need following thorough assessment internally or by external agencies. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

1. The kinds of Special Educational Needs and Disabilities for which provision is made at school:

We refer to the term “Special Educational Needs and Disabilities” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of

the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

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

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making appropriate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, then we identify if there is a need and determine the reasons why.

Progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a child has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills.

2. Assessment, Planning and Review: How can I find out about how well my child is doing?

Teachers are continually monitoring and assessing the progress being made in their class to identify areas for development. This is then reflected in planning for future lessons.

If further support is required additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties.

If further support is required this would be documented in a Personal Education Plan or My Support Plan (Assess, Plan, Do, Review (APDR)) format following a meeting between school staff, parents and the child. In consultation with the SENDCo, the teacher, child and parents agree, short term targets which prioritise key areas of learning against which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each child's strengths as well as their difficulties and priorities for development.

In appropriate cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities, to facilitate independent learning and to support transition to adulthood. This support is continually reviewed with the aim of gradually reducing to increase independence.

Formal review meetings are held as required. Parents, relevant external agencies and children are invited to this review and their contribution is valued. The impact of support offered is considered along with progress towards the targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding can be applied for on behalf of children who meet the criteria for Early Support Funding (ESF) or an Education, Health and Care Plan (EHCP). Where this is agreed, an EHCP will be drawn up and implemented with the involvement of appropriate professionals. Further details about this process will be explained in the Local Authority Local Offer. Parents can request a statutory assessment of their child's needs for an EHCP through the local authority if they feel this is necessary.

Initial Concerns

If you are concerned about your child please arrange a time to meet with the class teacher to discuss this further.

It is possible that the Class Teacher has already discussed his/her concerns with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Julietta Dunmall. The Class Teacher and the SENDCo might meet you together or the SENDCo might make a separate appointment to meet you.

Tests and Examinations: Access Arrangements

For some children additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENDCo will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

3. Curriculum and Teaching Methods (including groupings and interventions): How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. The classroom environment and teaching strategies incorporate the inclusive practices and the use of visual supports within the classroom to support all children as documented in the Hillingdon Ordinarily available provision document (OAP). Daily planning takes into account individual children's needs and requirements. Differentiation and adaptive teaching is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed groupings to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual children with the long-term goal of developing independent learning skills. Monitoring takes place to avoid children becoming over reliant and dependent on this adult support.

4. Provision: How will my child be supported?

Class Teachers have responsibility for enabling all children to learn.

To achieve this they:

- Plan appropriate work / activities for their pupils
- Provide 'quality first' teaching

- Ensure that support is available for all children (inclusive 'quality first' teaching)
- Ensure that strategies within the classroom and the classroom environment adhere to the OAP document
- Differentiate the curriculum to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks / activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional or different support in order to make progress
- Set targets at Personal Education Plan meetings in discussion with parents and pupils
- Provide feedback to children and parents
- Plan interventions and support to meet pupil needs including pre-teaching
- Implement individual behaviour plans and Zones of Regulation strategy sheets
- Implement the recommendations of the SENDCo and outside agencies.

Support Staff

- Through 'quality first' teaching, support the children
- Support the teachers in enabling children with SEND to have access to an appropriate curriculum
- Encourage and promote independence in the children
- Liaise with the Class Teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school
- Support teachers in implementing the recommendations of the SENDCo and outside agencies.

Parents

- Must ensure their child attends school regularly
- Must ensure their child is on time every day
- Attend meetings to discuss their child's progress and identified needs
- Complete homework with the child
- Celebrate the achievements of their child
- Liaise with school staff and other agencies
- Share information/reports provided by external agencies with the SENDCo
- Encourage their child.

Intervention:

Intervention is carried out by the school/external agencies and is 'additional to or different from' the usual differentiated curriculum.

It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routines
- Support staff in the classroom
- Focused teaching with specialist teachers
- A more focused level of support in a small group withdrawn from the class
- Focused work to be completed at home.

Social, Emotional and Mental Health support:

- Social skills groups for identified pupils
- Self-esteem groups for identified pupils
- Transition groups/plans for identified pupils
- 1:1 Learning mentor support
- Learning mentor groups
- Access to pastoral support with 1:1 sessions for identified children
- Family support from the pastoral team.

Organisation of support:

Our inclusive approach to provision means that the majority of pupils have their needs met by teachers through focused planning and quality first teaching.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met whilst encouraging the development of independent skills.

The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused intervention outside of the classroom.

We emphasise the importance of quality first teaching in class. The needs of the pupils are considered individually however they may not necessarily be supported individually.

The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support. Bespoke pastoral and learning support is enhanced by the Pastoral Team based on identified SEND needs.

5. Information and Guidance: Who should I contact to discuss the concerns or needs of my child?

<p>Class teacher Email: office@charvilleacademy.org</p>	<p>He / she is responsible for:</p> <ul style="list-style-type: none">● Adapting and refining the curriculum to respond to strengths and needs of all children● Checking on the progress of your child and identifying, planning and delivery of any additional support● Contributing to devising personalised education plans to prioritise and focus on the next steps required for your child to improve learning incorporating relevant smart targets● In consultation with the SENDCO developing individual behaviour plans and Zones of Regulation strategy sheets● Implementing the school's SEND policy.
<p>You may then be directed to the SENDCo.</p>	
<p>Special Educational Needs Coordinator (SENDCo) Mrs Julietta Dunmall Email: office@charvilleacademy.org</p>	<p>They hold the national award for SENDCo's and are responsible for:</p> <ul style="list-style-type: none">● Coordinating provision for children with SEND● Developing the school's SEND policy● Tracking the progress of children with SEND● Notifying the parents in writing when the child is added to the SEND register● Keep a register of pupils with additional needs● Ensuring individual funding is spent to best meet the needs of SEND pupils● Supporting teachers and teaching assistants with resources and information● Liaising with outside agencies● Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. <p>Ensuring that parents are:</p> <ul style="list-style-type: none">● Involved in supporting their child's learning● Kept informed about the range and level of support offered to their child● Included in reviewing how their child is doing● Consulted about planning successful movement (transition) to a new group or school● Liaising with a range of agencies outside of school who can offer advice and support to help children overcome any difficulties.
<p>Head teacher Mrs Nicola Kelly</p>	<p>She is responsible for:</p> <ul style="list-style-type: none">● The day to day management of all aspects of the school, including the provision made for children with SEND

Email: office@charvilleacademy.org	<ul style="list-style-type: none"> ● Ensuring the SEND Code of Practice is implemented ● Ensuring individual funding is spent to best meet the needs of SEND pupils.
SEND Governor Email: clerktothegovernors@charvilleacademy.org	Responsible for: <ul style="list-style-type: none"> ● Challenge the school to evaluate and develop quality and impact of provision for children with SEND across the school to ensure effective provision for SEND and funding allocation ● Support the school in challenging the provision from external agencies.

6. External Services: Who else is involved with my child?

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, **school will engage with relevant external services**. This is triggered when:

- A child continues not to make adequate progress
- Continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- Has sensory or physical needs and requires additional specialist equipment or require regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- A child's learning needs are manifesting themselves either in a more complex or in a more specific way.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents and the child. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that an assessment for an EHCP is required
- Consult with all parties involved with the child.

Support Staff, including Specialist Teachers, Teaching Assistants, Classroom Support Assistants and Learning Mentors are assigned across the whole school to support SEND pupils according to need.

Colleagues from outside agencies and parent partners continue to advise and support our Staff to better understand and address the needs of our pupils.

7. Partnerships: Who does the school work with?

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Head teacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions.

Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

- Education Psychologist
- Child Development Centre
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support
- Visual Sensory Support
- Behaviour support team
- Inclusion team
- SEN team
- SAS – Send Advisory Service
- Health services
- Key Working services
- SENDIASS – Parent Partnership
- Any other professionals involved in the care of a child.

Contact information for the services can be provided by the SENDCo.

8. Parent Consultation

The school uses a variety of methods to involve parents in the education of their child including:

- Regular meetings – Personal Education Plans, Team Around the Child and Annual Review meetings
- Letters
- Telephone conversations

- Parents' evening.

Regular contact allows for any issues to be discussed and addressed early.

9. Pupil Consultation

The school uses a variety of methods to involve pupils in their education:

- Regular meetings
- Annual reviews
- Parents' evenings.

Methods of communication and gathering pupil input will be adapted based on the individual needs of the pupil.

10. Governing Board Involvement

- Challenge the school to evaluate and develop quality and impact of provision for children with SEND across the school to ensure effective provision for SEND and funding allocation
- Undertake school visits to develop understanding
- Support the school in challenging the provision from external agencies
- Scrutinising data provided at meetings

11. Transition: What happens when my child changes schools?

Children and young people with SEND can become particularly anxious about “moving on” so where required we seek to support successful transition by:

When moving to a new year group

- Create, share and send home transition resources
- Provide the opportunity to visit the new class/area of school
- Ensure all relevant information is shared
- Additional transition visits
- Where applicable the pupil is involved in the transfer of their own resources and workstation.

When moving to another school

- We will contact the School SENDCo and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible.

Year 6 - 7 transition:

- We will contact the School SENDCo and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible
- In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

12. The Local Offer: What does the local authority offer?

The Hillingdon SEND Local Offer can be obtained from Hillingdon Council’s website (www.hillingdon.gov.uk).

Written by: Julietta Dunmall, SENDCo

Approved by: FGB

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