



THE
ADEYFIELD ACADEMY

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SEND Information Report

Date: September 2024
Review Date: September 2025
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Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

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Ms J Day - Associate Assistant Principal & SENCO- dayj@adeyfield.aetrust.uk

All mainstream schools and Academies are expected to provide SEND (Special Educational Needs and Disability) support for a wide range of students, including those with:

Communication and interaction needs;

including speech and language needs and ASD (Autism) needs

Cognition and learning needs;

including moderate learning difficulties, severe learning difficulties, dyslexia, dyspraxia and dyscalculia

Social, mental and emotional health needs;

including ADD, ADHD and Anxiety Disorder

Sensory or physical needs;

including physical disability, hearing and visual impairment

If a student has SEND, then their needs will fit into one or more of these categories. A school's provision for SEND is defined as support which is additional to, or different from, that which is available to all students.

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

Your first point of contact at The Adeyfield Academy should always be your child's Form Tutor who will be able to discuss your concerns and refer these on to the appropriate member of staff. You can also contact your child's Head of Year, the SENCo, Ms J Day, or a member of the Senior Leadership Team. The SENCo or a member of the Senior Leadership Team will discuss these concerns with you further – either in person or by telephone. The next stage could include classroom observations and a range of testing. A full range of age appropriate, standardised tests can also be used to identify a full range of learning needs. The results of any tests will always be discussed fully with both parents and the student in question. The SENCo may offer links to a range of appropriate supportive outside agencies.

2. How will staff support my child?

The first and best support for your child is through high quality teaching in the classroom. Teachers are given regular training and support to know how to help students with various additional needs to ensure they thrive as learners. The SEND Team alongside a designated member of staff for SEND teaching and Learning delivers regular updates and tailored support to enable the teachers to deliver their subject specialism with strategies to support students with varied needs. Our **student centred, solution focussed approach** means we develop provision designed to match the presenting needs of the student. Subject teachers are effective in planning lessons that are accessible and ambitious for every student.

This may include, pre teaching vocabulary, methods to consolidate the topics, set alternative activities for home learning, provide specially targeted texts and resources appropriate for an individual student's reading ability, or provide additional apparatus or materials, adapt and adjust resources and materials to make them accessible for students with specific learning needs.

Each year group has a designated **Teaching Assistant** within the SEND team. This staff member will liaise with the student and their family to ensure the student is being effectively supported at The Adeyfield Academy.

The SEND team will also work with the student and family to produce a **Spotlight Profile**. This profile is available to all staff and details the strengths and challenges of the student, for teachers to help them best support the student in class. As the students become more able to reflect on their learning strengths and challenges, the students can outline ways they are helped to learn in class. These top tips are chosen by the student and recorded on the Spotlight profile for all staff to utilise. A student's profile will be reviewed and updated if necessary, at least once a term.

At The Adeyfield Academy, **home learning support** is available to all SEN students, after school in the form of homework club. Home learning club is led by the LRC lead, who is on hand to provide support to students.

Targeted support for students with dyslexia, slow processing and other specific or moderate learning difficulties will vary depending on the needs of the student. A number of students may require in class support from a **Teaching Assistant** to access the curriculum or adapted tasks, or a small group **intervention**.

The **interventions** that we use have a clear evidence base, and are devised, planned and initiated through communication with the child, parent/carer and relevant professionals, both inside and outside of school. Targeted support is dependent on need, prior attainment and levels of progress, as well as provision outlined in Education, Health and Care (EHC) Plans. These are regularly reviewed to ensure they are making a difference for the student and supporting their needs effectively. Our principle of 'Learning without Limits' strives to nurture independence.

Where required, some SEN students will be able to access **permission cards**. These cards may allow the bearer to take short breaks from the classroom, access SEN or Pastoral spaces or go to lunch early to avoid crowds. Some SEN students may follow a **Personalised Learning Programme** in order to support their learning. These may be permanent or fixed term changes such as a reduced timetable or reduced home learning.

All students with Exam Access Arrangements can attend **Exam Access support sessions**. These sessions ensure students are familiar with their arrangements and have ample opportunity to practise using them before their GCSE exams.

3. How will I know how my child is doing? How will I be involved in discussions about planning for my child's education?

It is important to communicate together for the best support for your child. During Autumn term 1, parents/carers will be informed of a student's placement on the Special Educational Needs Register. A member of the team/key staff (Tutor/Head of Year) will meet with families during each term to discuss provision. The Adeyfield Academy also has scheduled meetings where teachers give feedback to parents on the student's progress. Information on how your child is doing and the support they receive can be discussed with subject teachers and Heads of Faculty. There is also a report for each year group at key points during the year which are published on the Academy calendar on our website. Incidental opportunities may also arise by email and telephone, and the SENCo, Ms J Day, can always be contacted via email dayj@adeyfield.aetrust.uk.

If an additional intervention is considered suitable for your child, the SENCo will write or telephone home explaining the aims of the intervention and we will keep you updated during the midpoint and end points of the intervention.

4. How will my child be able to contribute their views?

It is really important that the student's views are central to the process of support we offer, and so we use a variety of ways to include their point of view. It might be in a 1:1 conversation, over email or at an appointment with a chosen parent or friend. Sometimes it is hard to know what it is the student wants to say- they just know something might not be working. In those cases, we use a variety of activities to help support their reflection.

We teach and support a continual process of helping students to become more able to reflect and express their views on the support they receive and learn to self advocate increasingly effectively.

5. Who can I contact if I am concerned about the support my child is receiving?

The Form Tutor is always the first point of contact to share concerns. Parents can also contact or request a meeting with the SENCo Ms J Day. Parents can contact the nominated SEN Governor, Mrs L Patterson, by emailing to admin@adeyfield.aetrust.uk.

The Teaching and Learning Lead will observe students receiving SEN support in lessons in order to ensure we are providing the best support to all students. We monitor the impact of all the support we deliver alongside the teachers, Heads of Year and Heads of Key Stage.

6. What specialist services and expertise are available at or accessed by the Academy?

We have access to a range of **Specialist Advisory Services** who we frequently communicate with in order to ensure we are providing effective dynamic support for our students.

7. How will my child be included in all activities outside the classroom?

All of our extra-curricular activities and school trips are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s), and reasonable adjustments are made to facilitate the maximum possible inclusion in all activities.

All students are encouraged to take part in sports day, school plays, special workshops, etc. No student is ever excluded from taking part in these activities because of their SEN or disability.

8. How will the Academy prepare and support my child to join the Academy, transfer to a new school or the next stage of education and life?

A supportive transition process including extensive communication with primary schools, Heads of Key Stage, Heads of Year and specialist services is all available and applied as needed. Accompanied visits to colleges can also be beneficial. The program of transition will always be matched carefully to the needs of the student in communication with home.

9. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability can be found on Hertfordshire's website.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>