

Make Everyday, Count
Be kind, work hard and fly high.



Our curriculum vision statement

At Hucknall Flying High Academy we aim for our pupils to become independent learners, motivated by their natural curiosity. We want them to enjoy life and be happy. We aim to achieve this through embedding our School Values, which have been developed through working with our Pupil Parliament who have taken on the views of our school community, they are:

Be kind, work hard and fly high.

Curriculum

Our curriculum is underpinned by the 6As which allows us to create an inclusive learning environment for all our pupils.

Trust Values

Our trust values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens:

- Aspiration
- Confidence
- Creativity
- Enjoyment
- Perseverance
- Pride
- Responsibility
- Enterprise



Our curriculum is adapted and made accessible for all children at Hucknall regardless of any SEN and Disabilities

Make Everyday, Count
Be kind, work hard and fly high.



The SENCO team at Hucknall Flying High Academy

Mr Clowery (Headteacher) is responsible for overseeing the provision for all the children with SEND in our school.

Mrs Hitchen (SENDCO) is the person who co-ordinates the day-to-day provision of education for pupils with SEND.

ELSA team

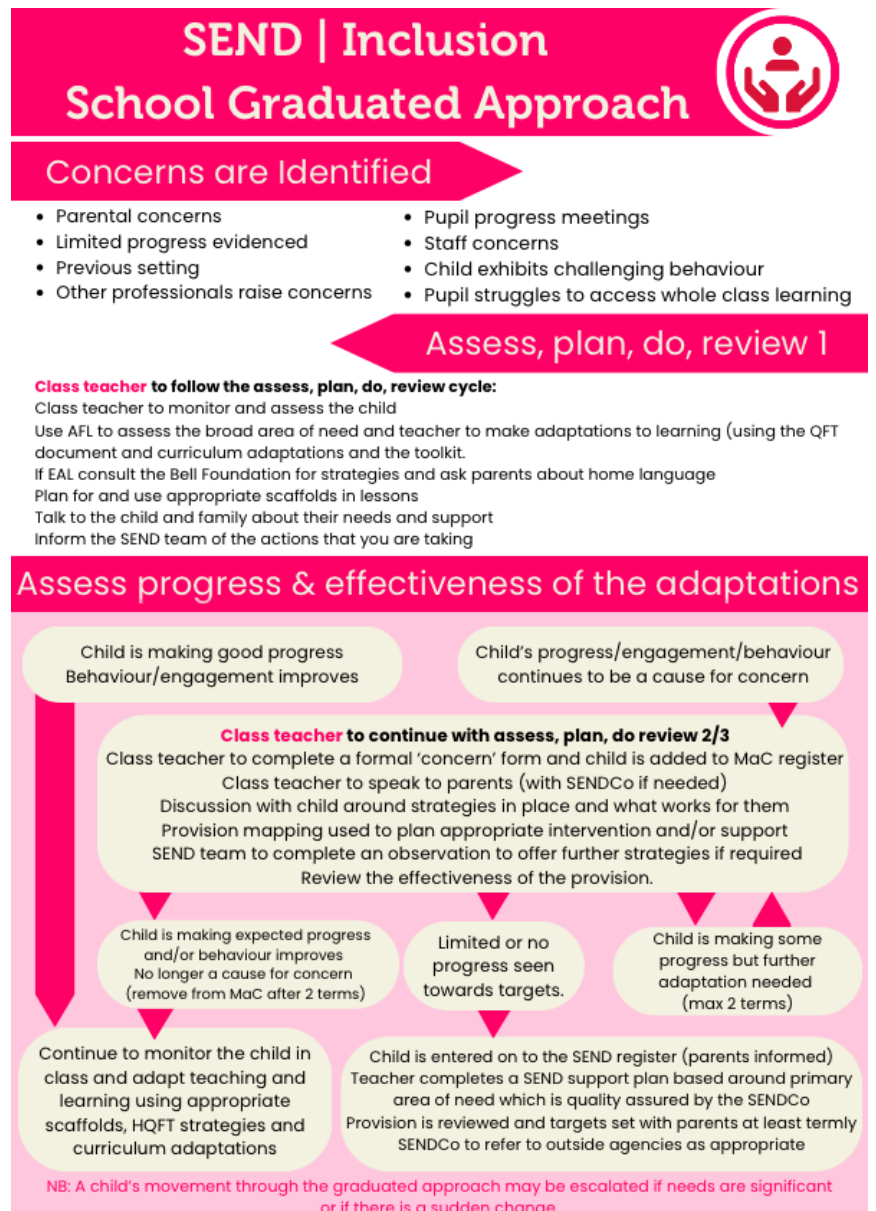
Mrs Dempsey & Miss Wilkinson who are our trained Emotional Literacy Support Assistant (ELSA). We have a range of additional interventions and therapies which children can access on an as needed basis such as Draw and Talk and Lego Therapy.

How do we identify children with SEND?

Some children will enter school with very clearly identified needs, however for others their needs do not become fully apparent until they enter or progress through the education system.

Class teachers will make regular assessments of progress for all pupils and during this process will identify those whose progress or attainment is becoming a cause for concern. This is done through:

- Regular communication with parents/carers
- Regular communication as a staff body
- Transition meetings when a child is new to school
- Pupil progress meetings
- Data analysis
- Learning walks
- Book looks
- Parent Voice



Make Everyday, Count
Be kind, work hard and fly high.



Graduated Approach

We follow the graduated approach by implementing the 'assess plan, do, review' approach. This involves adapting high quality first teaching strategies, planning interventions and strategies and reviewing their impact and gathering further information to create a clearer picture of the child's needs.

Depending on the identified need, this could involve observations by the SENDCo, outside agencies, completion of checklists or formal assessments.

How do we work with parents and carers?

When a child's progress in any aspect of their development becomes a cause for concern, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone understands the agreed outcomes for the child and what the next steps are.



We will notify parents when it is decided that a pupil will receive SEND support and parents will receive a copy of the Pupil Profile detailing their child's provision. This will formally outline the support the child is receiving and will include:

- The child's current assessments
- Their identified barriers and strategies to address these
- The pupil's own views
- A clear outline of the provision for the pupil and the intended outcomes with measurable outcomes.
- Parents then continue to be included at every step of their child's journey through regular (at least termly) reviews of the support in place.

Parent Voice

Parent Voice and clear communication is important to us as a school that's why this Academic Year 23/24 we have started a half termly SEND coffee morning and a termly SEND newsletter. We have implemented this in hope that parents will feel supported and can receive more information and support without having to wait until the termly SEND review.



Make Everyday, Count

Be kind, work hard and fly high.



What is our approach to teaching children with SEND?

Teachers are responsible and accountable for the progress and development of **all** the pupils in their class and therefore high-quality teaching and learning for all pupils is our first step in responding to pupils who have SEND.

This will be adapted for individual pupils to enable them to access the curriculum alongside their peers.

We make the following adaptations to ensure all pupils' needs are met by:

- scaffolding our daily provision to ensure that all pupils are supported to access the curriculum alongside their peers for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- adapting our resources and staffing

All staff have a copy of and refer to the documents entitled 'curriculum adaptations document' & 'Inclusive Quality first teaching document' which contains strategies to support children in the classroom under the 4 categories of need.

Supporting children with SEND through Quality First Teaching



"No matter what your ability, effort is what ignites that ability and turns it into accomplishment."

Carol Dweck—*Mindset*

Curriculum Specific adaptations

All of the following adaptations are subject specific and therefore should be considered additional to the high quality first teaching, which should be in place for all lessons:

Adaptations for Science

Cognition and Learning		Communication and Interaction	
Barriers	Provision	Barriers	Provision
Information may not be understood or retained	<ul style="list-style-type: none">Consider the accessibility of science demonstrations. Plan the demonstration area so that it is clearly signposted, uncluttered and gives all children a clear view.Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons - how do lessons link together to develop the scientific <u>approach</u>.Use symbols, images or objects to make it more accessible.Invite children to list the key points from the lesson under specific headings - e.g. in an investigation: what they were trying to find out, how they went about it, how they controlled the variables, what happened, suggested reasons for what happened and what they will do next? Review the sticky knowledge from the lesson and identify on the working/inquiry wall.Prepare the children prior to the lesson with a pre-teach introducing key knowledge/vocabulary	Understanding and using scientific vocabulary	<ul style="list-style-type: none">Recognise that the language of science may be challenging for many children - for example: The specific scientific use of everyday words such as 'weight', or terms specific to science, such as 'electrical circuit'.Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers and make them clearly visual in the classroom environment.Provide flashcards with key vocabularyCheck children's understanding by inviting them to reformulate explanations in their own words or in other ways. For example, after an investigation of floating and sinking, ask children to explain what happened using diagrams, as well as explaining it orally or in writing. Use vocabulary flashcards and prompts.Use real objects as a starting point for developing the concepts and the language needed to describe, discuss and explain what pupils have observed or experienced.Give children time to think about answering questions
Physical and/or Sensory		Social, emotional and Mental Health	
Barriers	Provision	Barriers	Provision
Difficulties impacting on sight, hearing, movement, touch etc	<ul style="list-style-type: none">Check safety procedures are understoodLabel new equipment and processes to help develop vocabulary	Anxiety	<ul style="list-style-type: none">Consistency of approach reduces children's anxiety <u>and</u> allows children to predict what will happen. Provide an overview of the lesson elements so

Make Everyday, Count
Be kind, work hard and fly high.



Additional interventions and support

Where it is identified that a child needs something additional to the adaptations made in the classroom, we also provide additional interventions:

- ELSA (Emotional Literacy Support Assistant)
- Lego 'Build to Communicate' therapy
- Individual Speech and Language Therapy programmes (SaLT)
- Precision teaching
- Working in smaller groups
- Working 1:1 with an adult

Outside agencies

With consent from parents, we also work with the following agencies to provide additional support for pupils with SEND

- Schools and family specialist services (SFSS)
- Educational psychologists
- PSED team (social, emotional & behavioural support)
- Visual and hearing-impaired teams
- PDSS (physical disability specialist service)
- SBAP (Schools behaviour and attendance partnership)
- SaLT (speech and language therapy)
- CAMHS (child and adolescent mental health services)
- BEUNOTTS
- Occupational therapy
- Family SENCO

How do we support children's wider development and well-being?

We recognise that children's development and progress is not only measured by academic success and therefore provide support for pupils to improve their emotional and social development in the following ways:

- we have a school council in which all children are supported to have a voice.
- ELSA's (Emotional literacy support assistant) can provide support for those children who need more targeted emotional support
- children with SEND can access all extra-curricular activities and participation is actively encouraged
- attendance monitoring

We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our Scarf PSHE curriculum and through regular assemblies including our anti bullying assemblies.



How do we know that the support in place is working?

We evaluate the effectiveness of provision for pupils with SEND through:

- reviewing pupils' progress towards the outcomes on their pupil profiles
- holding termly reviews with parents
- reviewing the impact of interventions on a regular basis (children are given assessments at the start and end of every intervention plus a midpoint review)
- listening to and capturing the pupils own voice and involving them in their reviews where appropriate
- regular monitoring by the SENCO by visiting children in classes and looking at their work
- consulting with and taking feedback from outside agencies
- holding annual reviews for pupils with EHC plans
- for those children who it is not possible to track progress against the usual methods, we use appropriate small step tracking systems such as BSquared or the Leuven Scale.

How do we support children who are moving between phases?

- We support all our children to have smooth transitions between settings whether they are entering our setting, moving to a new class within our school or leaving us for another school.
- This happens in several ways:
- During the Summer Term, transition meetings are planned to ensure detailed transfer of the child's needs and that the pupil profiles are passed on to the new class teacher. Parents may be invited to attend these meetings.
- Additional transition activities will be planned for those that need it. This may include additional visits, transition books or social stories to support them with the change involved in moving on.
- The SENDCo visits new EYFS children who have been identified prior to starting school in their Nursery or pre-school setting to plan support before the child starts with us.
- For children transitioning to a new setting (such as secondary school) we work closely with the destination school to ensure that a clear transition plan is in place.

What if I am not happy with the support being provided?

- Any complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance to seek a resolution.
- Parents will then be referred to the school's complaints policy on the school website if they feel that their complaint has not been addressed at this level

Who can I contact for support?

- In Nottinghamshire support for parents of children with SEND is available through 'ask us' (formerly known as parent partnership). They can be contacted on 0800 121 7772 or through the contact form on their website www.askusnotts.org.uk
- The local authority produces their 'local offer' which enables parents to see the services which are available in locally for children with SEND. Nottinghamshire's local offer is published here: <https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>