



Please help yourself to coffee/tea



SEND support at HHA

All staff at Heath Hayes Academy have a shared purpose and this is to inspire and enable each child to achieve their potential. Promoting well-being is paramount in creating a happy, safe, and respectful learning environment for all; staff and children alike. The Hero's Journey enriches the learning and personal development of children through a range of diverse, quality experiences which promote curiosity and a love of learning through an expectation of excellence from all stakeholders.




'Believing in a brighter future'

SEN process - how we raise a concern



**Initial
teacher/
parent
concern**

 Heath Hayes Academy
Initial Monitoring – Teacher Early Concerns Form

Pupil Name:		Date of Birth:	
Class Teacher:		PP/LAC:	
Attendance:		Term/Date:	
Year:		Is a vision/hearing check needed?	
Suspected Area of Need:	Communication and Interaction		
	Cognition and Learning		
	Social, Emotional and Mental Health		
	Sensory and/or Physical		
Phonics/Reading assessment:	Writing assessment:	Maths assessment:	
Reason for concern: (brief details, linked to learning)			
Strategies tried in class beyond the universal offer:			
Summary of views of parents:			
Signed:		Date:	

**Initial
concern
form**

**SENCO
review
section on
IC form**

SENCo:

- Discuss with teacher
- Observe child
- Collate all assessment information

What is Assess Plan Do Review

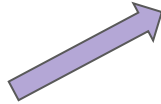


APDR cycles

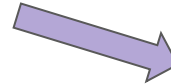
Assess Plan Do Review

Cycle of termly **IPP** Planning and review meetings and regular assessments.

**Entry to SEN
parental meeting
and Parent
Consent for
External Agencies**



**Plan created with
parents, class
teacher and pupil
voice**



**Review children on
SEN list at least termly.
Progress made, gap
closed – meet with
parents and teacher
(removal SEN list letter)**

Needs are not being met / class teacher concerns:



Teacher supported by SENCO



Teacher and SENCO

Assess



Plan

Discussion around concern / further exploration

- What are the learner's views?
- Have you discussed/shared information with the learner's family?
- What data/observations have you collected?
- What has been achieved? What is still a concern?
- What has worked well? What hasn't?
- Are further investigations and/or intervention needed?



Review



Do



SENCO and teacher ↔ specialist agency

Assess



Plan

Needs are still not being met / ongoing concerns

Reflect on the possible next steps needed:

- Support offered by SENCO and external agencies / strategies put in place?
- Working with wider inclusion team?
- Explore additional support with specialist interventions / external agencies?



Review



Do



What support do we offer for SEND pupils

Social Emotional Mental health support –
Relational care interventions

Lexia

Fresh Start

RWI intervention

EP reading and spelling interventions

Sensory provision and sensory regulating circuits

Fine motor and gross motor intervention as
recommended by external agencies –
Physiotherapists and Occupational therapy

Small group interventions in class informed by
teacher assessments



staRRs Sessions

During a staRRs group session, the children follow a set routine, commencing with a short relaxation and mindfulness activity, and then an opportunity to share how they are feeling and why.

The children also complete a fun activity, sometimes independently or as part of a team to support their confidence, resilience and self-esteem.



Circle of Friends

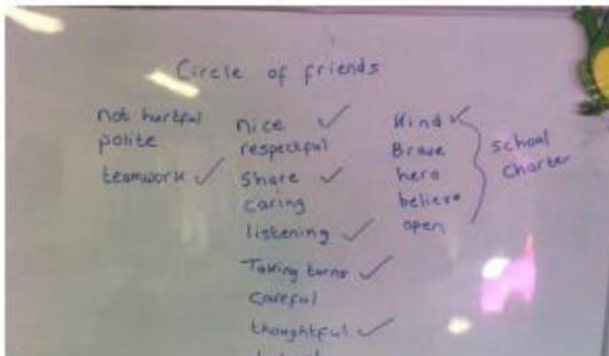
The group consists of 8-10 children. Over time they develop connections and their own support group.

The group work together to formulate their own "friendship contract" which stipulates the ground rules of the group.

Circle of Friends helps the group explore what a good friend looks like, how they perceive themselves as a friend and overtime, how others see them.

Children also learn about their own circle of support and how to deal with situations that can put friendships into question.

An activity is also completed to accompany their values documented in the friendship contract.





Yoga & Mindfulness

During this intervention, the children learn how to 'just be' and live in the moment. The children are taught a series of different yoga techniques, and as they progress, they develop their own yoga sessions.

Time to Talk

This intervention is aimed at children who are in Key Stage 1 and supports children in developing their communication skills and social interaction skills. Some of the skills taught are eye contact, turn taking, sharing, feelings, giving and following instructions, basic emotional literacy, listening, attention and play skills. The session will take place once per week for 30 minutes.



Sensory Circuits

For consistency and familiarity, the same routine is usually completed each week.

However, there are occasions where the routine is adapted to go with the mood of the children, for instance less focus on alerting, but more in the area of calming.

It is important that sensory circuit activities are always completed in order, alerting, organising and calming.



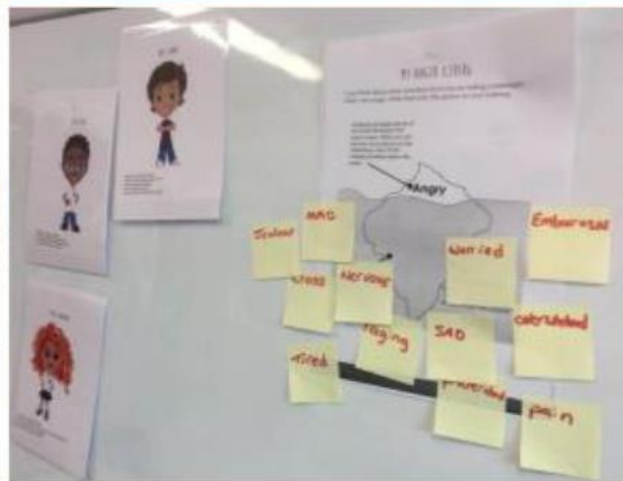
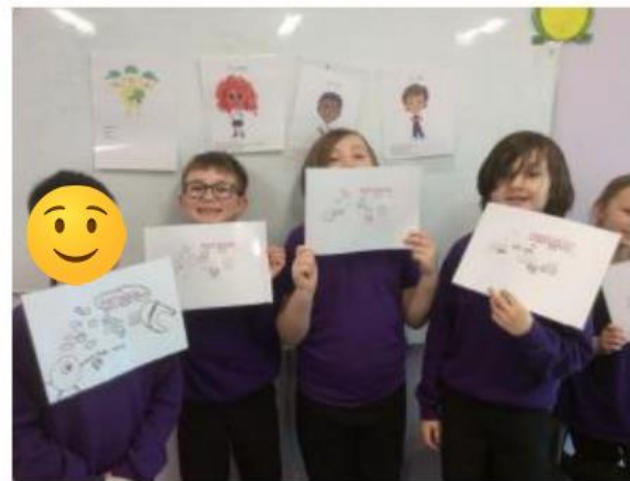
COJO

At the start of this intervention, the children work together to agree a list of team values that they must follow for each mission.

At the end of a mission, the children evaluate what team values they used, what went well and what they would have done differently.

The children also produce their own mantra which they recall and recite each session. So far, we have had "never give up!" and "no boy or girl left behind!"





Regulate & Recover

Regulate & Recover equips children with a variety of breathing and mindfulness techniques to regulate themselves. The children learn how different emotions can make them feel both physically and mentally.

Anxiety and anger are covered in depth; children begin to understand how other emotions can be hidden under the surface to develop their emotional literacy.

Upon completion of this intervention, the children are able to articulate what 'Fight, Flight and Freeze' is and how they can use the strategies learnt, to return to a state of 'Rest & Digest'.

My Happy Mind is also incorporated into these sessions.



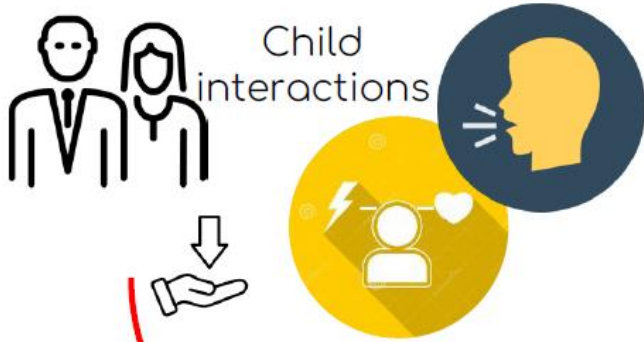


Forest Heroes

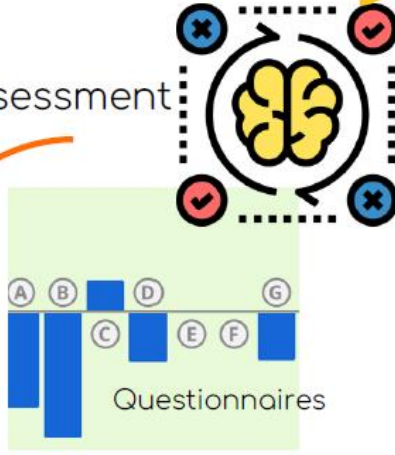
A variety of activities are offered, and of course, we always finish with a cup of hot chocolate whilst discussing what we had enjoyed in the session.

The process:

A Relational Care School



Assessment



Planning



Intervene/Act



Review/
Reintegrate



What happens if my child needs more support?

- In individual circumstances school or parent can make an application for an Education Health Care Plan.
- This can be a long process
- Decisions are made to assess a child for an Educational needs assessment by the local authority not school

- School must have at least two cycles of assess plan do review with external agency contribution
- School must evidence the costing of interventions spent on an individual child's provision
- School must evidence a referral to the SEND hub and implementation of advice