

Special Educational Needs and Disabilities (SEND) - Parent Information

Introduction

The Academy believes that all pupils should be equally valued and therefore does all it can to promote equality and opportunity of outcomes and to help develop a learning environment where all young people can flourish and feel safe.

The Academy believes that all pupils should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

The Academy believes that every teacher is a teacher of every child including those with Special Educational Needs and Disabilities (SEND) and has high expectations for all.

This document aims to provide you with answers to frequently asked questions and links to some different types of support that are available to you.

If you need further information please contact the Mrs J. Sweeting (Assistant Principal Inclusion) or Mrs K. Cliff (SENCO) via the Academy Office.

Frequently asked Questions

What kinds of special educational needs are provided for in the Academy?

The SEND Code of Practice 2014 defines a child as having a special educational need if they have

“a significantly greater difficulty in learning than the majority of others of the same age.”

Or

“has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.”

We provide Special Educational Needs (SEN) support for pupils with significant needs in the following areas:

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

How do we identify pupils with SEN and assess their needs?

The SEND Policy sets out how pupils with SEN are identified and assessed. A copy can be found on the Academy website. It explains how we use a range of information to assess a child's needs including:

- Pupils' progress monitored at least termly
- Teacher assessments
- Internal tests
- Parent information
- Outside agency information and assessments

If you are concerned about your child's progress or attainment, you should initially contact your child's teacher.

If you have further concerns you can contact the Assistant Principal Inclusion, Mrs J. Sweeting or Mrs K. Cliff via the Academy Office.

How will I be consulted about my child's needs?

If there are concerns about your child you will be contacted by your child's teacher.

If your child is identified as needing SEN Support then the school will continue to consult with and keep you informed through:

- Parents evenings
- Review meetings
- School reports
- Annual Review meetings for a child with a Statement/Education Health and Care Plan (EHCP)
- Letters
- Phone calls
- Meetings with outside agencies

How will you consult with my child about their needs?

- Teachers will talk to pupils about their targets and how they can achieve them.
- When outside agencies come in to work with your child they discuss what they are going to do with the child.
- Child friendly materials are used in school to discuss wishes and feelings with pupils.
- Pastoral team will work with children to find out what they think.

What arrangements for assessing and reviewing pupil progress towards outcomes are in place?

- Pupil progress is monitored continuously through teacher assessment and internal tests.
- Termly pupil progress meetings take place with teachers, subject leaders, the SENCO and the Wellbeing and behaviour co-ordinator.
- Assessments by outside agencies as required
- Pupil review meetings by teachers with parents and or outside agencies

What arrangements are made for supporting my child in moving between phases of education?

- General/SEND information requested from other settings/schools
- Transition meetings with Foundation 1/Foundation 2 teachers on entry and with Y1 teachers when leaving Reception
- During Y6, transition sessions in held in their chosen secondary school and run by the secondary school
- Year 6 Transition Days
- Extra transition visits for nominated students
- Annual Review meetings
- Transitions days for pupils transferring to Special School

What is the Academy's approach to teaching pupils with SEND?

The Academy believes that all pupils should be equally valued and therefore we will do all that we can to promote equality of opportunity and to help develop a learning environment where all pupils can flourish and feel safe. The Academy believes that all teachers are teachers of SEND and are therefore responsible for ensuring their needs are met.

How are adaptations made to the curriculum and the learning environment of pupils with SEN?

- Teaching staff will appropriately differentiate their lessons, books and materials
- Organise their classroom appropriately to meet the needs of their pupils
- Personalise teaching and learning as appropriate
- Modify their teaching methods and approaches
- Additional in-class support
- Subject specific intervention sessions delivered by teaching assistants or teachers
- Specialist equipment provided for students where appropriate
- Exam access arrangements where necessary to allow students to access the KS2 SATs

Where pupils do not make expected progress and attainment and the academy has made all attempts to support a pupil through Quality First Teaching, outside agencies may be involved.

What expertise and training do staff have to support pupils with SEN?

- External agencies are brought in to deliver specific training to staff
- Specific training in is given in aspects of SEN through in-service training
- Continuing Professional Development training is provided for individual staff
- Teachers/TAs have specific specialisms e.g. autism, dyslexia and speech and language to help support specific pupils
- SENCO attends national training to ensure the Academy has the most up-to-date information.
- SENCO attends the termly SENCO update run by the Local Authority to ensure they are aware of local developments
- K Cliff holds National SENCo Award

How do you evaluate the effectiveness of the provision made for pupils with SEN?

The Academy follows an Assess, Plan, Do, Review cycle when supporting pupils with SEN. As part of the review process we will assess your child's progress in a number of ways including:

- Beginning and end assessment comparisons for SEN Support interventions
- Outside agency assessments and reviews
- Monitoring progress rate

This is a collaborative process which includes teacher, parent, pupils and SENCO.

How are pupils with SEN enabled to engage in activities available to pupils in the school who do not have SEN?

The Academy takes all reasonable measures to ensure that all pupils can access both curricular and extra-curricular activities.

- Additional support is available in class
- Interventions are put in place to boost learning to enable pupils to access mainstream lessons
- Teaching, materials and resources are differentiated appropriately
- Outside agency advice is sought and implemented
- Additional equipment is put in place as required
- Extra-curricular activities are adapted and modified as necessary including the use of suitable transport as required.

What support for improving emotional and social development is available?

The Academy provides pastoral support for pupils with emotional and social difficulties. We run a wide range of interventions to support pupils.

In addition teaching staff receive regular training on supporting the emotional and social development of pupils and the promotion of good mental health is woven into teaching throughout the academy curriculum.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEN and supporting their families?

The Academy liaises with a wide range of outside agencies to support pupils with SEN and their families. Agencies usually consult with parents both before and after they have worked with pupils. These agencies include:

- Speech and Language Therapy Service
- St Luke's Outreach Worker
- Educational Psychology Service
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Physical Disability Support Service (PDSS)
- Occupational / Physiotherapy Therapist
- ASET (Autistic Spectrum Education Service)
- Hospital Outreach Services
- School Nurse
- Children and Adolescent Mental Health Service (CAMHS)

If parents want independent advice the Academy can signpost parents to the SEND Information and Support Service (SENDIAS formerly the Parent Partnership Service) who provide impartial advice and support to parents.

What do I do if I have a complaint about the provision my child is receiving in school?

In the first instance contact your child's teacher. If you are still unhappy contact the SENCO if the complaint is related to SEN provision. If you wish to take the matter further then follow the standard school complaints procedure. This is found on the Academy website.

The North Lincolnshire Council Local Offer

The SEND Local Offer in North Lincolnshire aims to provide you with the information you may need, or want to know, about resources, services, support,

activities and events for North Lincolnshire's children and young people with Special Educational Needs and/or Disabilities and their families. It can be found at the following link:

<http://www.nlsendiass.org.uk>

Arrangements for supporting pupils who are looked after by the Local Authority (LA) and have SEN

The Academy closely monitors pupils who are looked after by the LA and have SEN to ensure that they make the appropriate progress and reached expected levels of attainment wherever possible.

Other sources of information

North Lincolnshire Council website: www.northlincs.gov.uk

The SEND Information and Support Service (SENDIAS formerly the Parent Partnership Service) - www.northlincs.gov.uk/schools-libraries-learning/sen/support-services/parent-partnership/

Council for Disabled Children: www.councilfordisabledchildren.org.uk

Independent Parental Special Education Advice (IPSEA): www.ipsea.org.uk

British Dyslexia Association (BDA): www.bdadyslexia.org.uk

National Autistic Society (NAS): www.autism.org.uk

Royal National Institute for the Blind (RNIB): www.rnib.org.uk

National Deaf Children's Society: www.ndcs.org.uk

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