

# SEND Information for Parents

Children may have a special educational need or disability either throughout, or at any time during their school career. Sandon Primary Academy's SEND policy, which is available on the school webpage, is adhered to by all staff and strives to ensure that curriculum planning and assessment for children with a special educational need or disability takes account of the type and extent of the difficulty experienced by the child and is adapted appropriately to support the children in the best way the establishment can.

## WHAT KIND OF SEND DOES THE SETTING PROVIDE FOR?

**Sandon Primary Academy accommodates for all SEND in line with the Equality Act 2010 and provision is available for all areas of need outlined in the SEND Code of Practice.**

These include;

- Physical or sensory needs
- Hearing impairment
- Visual impairment
- Social, emotional & mental health needs
- Cognition & learning needs
- Communication and interaction need
- Autistic spectrum disorders
- Dyspraxia
- Dyscalculia
- Bereavement / separation
- ADHD / ADD
- Dyslexia

The Academy uses a multi-agency approach to guide us in creating a personalised approach for pupils.

## How does this setting identify if my child/young person needs extra help and how will it assess their needs?

At Sandon, we recognise the importance of the early identification of special educational needs or disabilities. There are a number of ways that the academy may identify if a child needs help or support:

First of all, they may join the academy already considered to have a special educational need or disability. If this is the case, professionals from previous settings will liaise with the academy SENCo's (Mrs Burrows/ Mrs Kiddle) and relevant teachers, providing information on how to best support the child. Standardised assessments will also be undertaken as part of their entry into the academy to gain an accurate and holistic view of the child's current needs.

Secondly, as a parent you may have a concern. If this is the case, then it is advisable to make an appointment with the Academy's Special Educational Needs Coordinators (SENCo). During this appointment, you will have the opportunity to outline your concerns to the SENCo and the child's class teacher.

Thirdly, your child's class teacher may have concerns about the progress of your child or any difficulties they have noticed. If this is the case, an appointment will be made to see the parent of the child and discuss any concerns.

Finally, the SENCo may identify that your child has some difficulties through the tracking of children's progress across the academy or observations. If your child is falling behind this may trigger a concern.

Once concerns have been raised, the child is then placed on a Special Educational Needs and Disabilities Concerns List and a graduated approach using the assess, plan, do review cycle is followed to address the specific educational need/needs of the individual child. Initially, the SENCo will observe the child and complete standardised assessments. Having gathered this assessment evidence, the SENCo will make a plan alongside the class teacher and parents on how to overcome the difficulties the child is presenting with within the quality first teaching environment. This plan is then put into action for an agreed period of time, depending on the severity of the need. A review will then take place to identify the effectiveness of the support put into place. If the academy does not see improvements in the child after the agreed length of time, the child will be placed on the Special Educational Needs and Disabilities Register. This will then allow the academy to consult with other professional agencies on how to best support the child and the assess, plan, do, review cycle will be followed again.

## How will teaching approaches and the curriculum be matched to my child/young person's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure your child's needs are met through differentiation and quality first teaching. Specific resources and strategies will be used to support children individually or in groups.

The academy will have identified through a meeting with the SENCo, parents and where necessary outside agencies what the category of need is for the child with a SEND. Below, outlines the curriculum and expertise available to support each area of need.

**Physical or sensory need:** If your child has a physical or sensory need the academy will be supported by outside agencies and will be advised on how to best support your child within the setting. For example, the academy may call upon the expertise of physiotherapists or occupational therapists. These agencies can then advise the academy and check that classrooms and other areas of the setting are accessible for all pupils. Sometimes, the academy may need to purchase specialist equipment to support children with physical disabilities or may need to make adaptations to the environment. Where possible, the academy promotes independence for children with physical disabilities and does not want them to become dependent on adult support.

**Hearing impairment/ Visual impairment:** The academy uses advice and support from the visual and hearing impairment teams. The academy can be advised on how to support children in the use and maintenance of hearing aids, where to sit children in relation to the class teacher and even what font size to use when providing written resources.

**Social, emotional and mental health needs:** The academy has a range of SEMH interventions that it can use within the educational setting to support children including Volcano in my Tummy, Smart Thinking and boxall profiles. The academy also uses CAMHS and counselling services available to children by referring children if deemed necessary. If a child is in need of counselling this will usually take place at the academy. The academy uses animals and the outdoors to support children with SEMH needs through the use of a trained forest schools teacher and a reptile house. During these sessions, children build up self-esteem, responsibility, and trusted relationships with peers and adults in the academy. If the academy feels that domestic circumstances are causing difficulties in this area an Early Help or further assistance for the family may be provided through safeguarding procedures. The academy also has a Mental Health Policy and Mental Health Lead Practitioner to guide and support best practice.

**Cognition and learning needs:** The academy will use a range of interventions and supportive strategies in class to provide a personalised and differentiated curriculum for these pupils. The academy has Teaching Assistant's trained in a number of interventions which will accelerate pupils' progress and help them to catch up with peers. All teaching provision is regularly monitored by members of the SLT to ensure quality first teaching for all pupils including those with a SEND. Class sizes are also small particularly in lower ability sets to further support quality first, personalised teaching.

## HOW WILL THE SETTING ADAPT THE CURRICULUM & LEARNING ENVIRONMENT TO SUPPORT PUPILS WITH A SEND NEED?

At Sandon, the teachers will lead and support all pupils including those with a SEND. They are accountable for the progress and achievement of these pupils. The needs of pupils with a SEND are met, where possible, in the classroom through high quality teaching and personalised differentiation. Where necessary, the child with a SEND will receive a higher level of teacher support, smaller classes, additional interventions and a personalised timetable targeted to their needs. If needed, outside agency support will be sought and the academy will put into place any advice given whether this be implementing strategies to support with teaching and learning or adaptations to the learning environment. The academy acknowledges that the learning environment is crucial in supporting children's learning and strives to ensure that the environment provided is outstanding, supportive and accessible to all (see the academy's accessibility policy on the academy webpage)

Every pupil with a SEND at Sandon will be provided with a pupil passport. This is written alongside the child and is shared and reviewed with parents each term to ensure that the provision outlined in the passport still meets the needs of the child with a SEND. A pupil passport will outline how the child wants to be supported and what strategies/resources are being provided in the classroom in order for the child to access mainstream education.

## WHAT TRAINING IS OFFERED TO STAFF TO SUPPORT CHILDREN WITH A SEND AND SECURE SPECIALIST EXPERTISE?

The staff receive yearly training from SENDs services. If a child attends the academy with a specific need then training will be arranged to support provision and understanding of that need. The academy has two qualified teachers who are the Special Educational Needs Coordinators (SENCOs). The SENCOs have undertaken initial SENCO training provided by the Local Authority and are experienced in teaching children with a SEND, enabling them to provide support to other teachers and develop SEND practice across the academy.

The academy has trained staff in specific speech and language programs and screenings and all staff have received professional training in the area of Children's Mental Health due to the increased prominence of this area of need within our local and wider community.

Based on the needs of the children at Sandon, identified staff members have received professional training to enable them to support children with additional physical and medical needs such as diabetes and allergies. We also invite a nurse into the academy to help write care plans for individual medical needs.

**Communication and interaction needs:** The academy has trained staff to conduct an Early Communication Screen to identify pupils in the Early Years and KS1 with communication and interaction difficulties. Teachers from within all areas of the academy and the school SENCO, are also trained in the communication and interaction programmes (Talk Boost and Language for Thinking) enabling them to provide daily interventions to the children identified. For children with a more severe communication and interaction need, support and advice from outside agencies will be sought and where necessary referrals can be made to the local authority speech and language team for an individualised care plan to be completed. The academy has their own speech and language advisor as part of the Stokes Speaks Out Project whom will observe individual children where concerns are expressed and offer advice to guide best practice.

**Autistic spectrum disorders:** The academy will use the expertise of outside agencies to diagnose and support pupils with an Autistic Spectrum disorder. Outside agencies will advise and support staff in providing the right environment and learning methods to overcome difficulties in this area. This provision will be outlined in a personalised provision map. The academy will not label any child with autistic spectrum disorder unless diagnosed by a medical professional. If teachers or parents have a concern about ASD the academy's SENCO will support parents with a referral to CAMHS or Hazel Trees Educational Nursery depending on their age and providing there is enough evidence to support these concerns.

**Dyscalculia/ Dyslexia:** The academy will use the expertise of the specific learning difficulties team to both diagnose and support learning needs within this area. Children with these difficulties will be able to access additional resources to support them within class and the academy can offer interventions for both areas of difficulty.

**ADHD/ ADD:** The academy will use advice given by outside agencies to support children with this difficulty. Forest schools groups and animal nurture groups are also used as a calming mechanism and a way of channelling excess energy through physical activity.

## How will the Academy evaluate the effectiveness of SEN provision made for my child?

The academies SLT conduct regular lesson observations and learning walks to monitor and evaluate the effectiveness of SEND provision across the academy. Every term, the SENCO will also check the progress of pupils with a SEND by looking at academy progress data, intervention data (where applicable) and discussions with class teachers. This will then be shared with parents as part of a review meeting. This meeting will take place every term and will give parents chance to ask questions about how they can further support their child at home. During the meeting, each child's pupil passport will be updated so parents and the academy SENCO can share the child's next steps and discuss how the academy plan to support their child to achieve these during the following term.

Parent conference meetings are also held where children's attainment and progress is discussed with the class teacher.

Children with an EHCP will have an annual review where targets and progress against these targets are discussed and reviewed with parents and professionals. Prior to this meeting children will again have the opportunity to share their views on their own progress, what is working well and what they might like to change to help them further.

## What support will there be for my child's/young person's overall wellbeing?

The academy uses small class sizes to allow staff and pupils to build strong, nurturing relationships. Regular observations of teaching check that nurturing environments are strong in all classrooms.

The Academy promotes pupil voice and will ensure that all children with a SEND take part in setting their own targets and discussing how they want to be supported with the class teacher.

A broad curriculum is also delivered that aims to provide pupils with the knowledge, understanding and skills they need to enhance and develop their emotional and social wellbeing; with a particular focus on this during the daily teaching of RSE during bagel time. All pupils are also supported to access weekly Physical Education and swimming sessions that are led by qualified instructors.

The academy also follows a clear behaviour policy (which can be found on the academy website) and behavioral expectations are promoted and adopted throughout the academy through the academy ethos of Respect for Self, Respect for Others and Responsibility for Actions. This academy ethos is taught in assemblies, embedded in classroom expectations and is displayed within the learning environment. The principles support children to promote a positive attitude to themselves, others and their environment and prevent negative attitudes or bullying. All academy staff are also available at all times of the day to monitor attitudes and behaviours as well as to discuss and support with any concerns from children and parents.

## What specialist services and expertise are available at or accessed by the setting?

The academy has access to and is supported by a range of outside agencies (these are listed below). The academy will access these services either through a referral to the service or by buying the service into the academy.

- SENDS (Special Educational Needs Disability Services)
- Social Care
- School Nurse
- Educational Physiologist
- Speech and Language Therapy
- School Counselling service
- Hearing and Visual Impairment Service
- Family support
- Early Help
- SENDIASS (Special Educational Needs Inclusion And Support Services)
- SENDMAS (Special Educational Needs Monitoring and Assessment Services)
- CAMHS (Child and Adolescent Mental Health Services)
- Physiotherapy service
- Occupational therapy services.

## HOW WILL MY CHILD / YOUNG PERSON BE INCLUDED IN ALL ACTIVITIES?

We are a fully inclusive academy and children join in with all activities with reasonable adjustments put into place to support their needs.

For example, this might mean that an additional member of staff or resource is put into place or that the environment is adapted to include and support the child with a SEND.

## HOW ACCESSIBLE IS THE ACADEMY ENVIRONMENT?

The academy is not fully accessible to wheelchairs at present but it has an accessibility policy and plan (available on the academy webpage) which outlines the steps that the academy is taking to make the environment increasingly accessible to all.

All new developments within the academy are fully accessible.



## **HOW WILL THE SETTING PREPARE & SUPPORT MY CHILD / YOUNG PERSON TO JOIN THE NEXT STAGE OF EDUCATION & LIFE?**

The academy will arrange additional transition meetings and sessions with high schools or a change of educational setting for pupils with a SEND.

Information regarding individual children's needs will be passed onto new class teachers and a meeting will be held to discuss the support and interventions that are in place with parents and children being included in the process from start to end.

All children are prepared for the next stages of education regardless of additional needs through the use of the academy's bespoke facilities such as the academy kitchen and through carefully organised transition activities.

For children with an EHCP the EHCP annual review in year five begins the process where parents are supported to make decisions regarding secondary education.

## **How will our child and young person be involved in the decisions about their learning?**

The academy uses pupil passports to map out the additional support each child will receive. The support is put in place after consultation with parents and outside agencies. The pupil passport is then written by the class teacher and the child with a SEND. The Pupil passport is child centered outlining the child's strengths and is given a theme which is chosen by the child.

## **How will parents be involved in the decisions about the learning of their child/ young person?**

All decisions made about children with a SEND must be supported and signed for by parents or guardians. Parents are invited into the academy three times a year (in addition to parent consultations) to contribute to and discuss their child's pupil passport. During this meeting, teachers will offer advice in how to best support your child at home. This is all in addition to the daily open door policy held by the academy.

## **How are parents involved in the setting? How can I be involved?**

The academy encourages parents to keep strong links between the academy and home. Parents will be expected to complete additional home learning to support the needs of the child fully. We have lots of opportunities for families to be involved in academy life. We frequently organise parent involvement sessions where parents, carers and grandparents can come into the academy and work with their child.

We have parent sessions where parents, carers and grandparents can come into the academy and gain a greater insight into their child's curriculum objectives and strategies/ methods they could provide support with. Parents are encouraged to read at home with their child each night and return the reading diary- this resource allows teachers and parents to keep in touch daily and share both concerns and achievements.

## **What arrangements are in place to support the admission of children with a special educational need or disability?**

Children with a SEND are warmly welcomed into the Academy. Children receiving SEND support are admitted into the academy in accordance with the usual admissions criteria which are available on the academy website. Induction visits and a graduated timetable will be planned for if needed alongside the pupil and parents. The academy SENCos will also liaise with any previous educational establishments, gather SEND files and complete observations in previous settings to support the academy in planning support. For children who are looking to gain admission to the academy with an EHCP; the academy will need to be the named school on the EHCP. This can be requested during the assessment process for an EHCP or at the review stage. Sandon Primary Academy will then explore the individual needs of the child on the EHCP and will offer the local authority an opinion about whether they believe that they can fully meet the child's needs.

The final decision to offer a place lies with the local authority.

## What do I do if I want to make a complaint?

Sandon Primary Academy strives to meet the needs of all pupils with Special Educational Needs and Disabilities but there may be a time when you think that this is not the case.

If you would like to complain about the support of your child, there are several ways you can do this depending on the severity of the complaint. You can make an appointment with a member of the academy's Senior Leadership Team (Mrs Wildigg or Mrs Williams) by calling the school office on [01782 319097](tel:01782319097).

The SENDIASS (Special Educational Needs & Disability Information and Support Service) can support you in your appointment and you can contact them on [01782 234701](tel:01782234701) or [01782 234847](tel:01782234847) or email [iass@stoke.gov.uk](mailto:iass@stoke.gov.uk)

We hope that all complaints can be resolved through school however if this is not the case then alternatively you can contact the Sandon Trust by writing to [academytrustees@sandonprimary.org.uk](mailto:academytrustees@sandonprimary.org.uk)

## What other support is available to parents and how can I contact them?

Parents can access further support through Early Help and Family support. This can be accessed by contacting the school Safeguarding Lead (Mrs Mcloughlin) on [01782 319097](tel:01782319097).

## Where can I access further information about the provision offered for children with a SEND at the academy?

The local authority have set up a Local Offer webpage which gives children and young people with special educational needs or disabilities and their families information about what support services are available in their local area. Please follow the links below for the Stoke-On-Trent Local Offer:

[www.localoffer.stoke.gov.uk](http://www.localoffer.stoke.gov.uk)

Sandon Primary Academy have contributed to the Local Offer and this can be found by typing Sandon Primary Academy into the search bar.

## HOW ARE THE SETTING'S RESOURCES ALLOCATED AND MATCHED TO CHILD'S / YOUNG PERSON'S SPECIAL EDUCATIONAL NEEDS?

Support staff are allocated to need not just to match classes. If there are several children in a class with high need then more support staff will be allocated to that class.

Class arrangements are fluid to change with the needs of the children. Advice on the best provision for pupils is sought from agencies involved and parents.

Resources can then be allocated and additional purchased if needed from the academy's Special Educational Needs and Disabilities Budget.

The academy uses a graduated approach to supporting children with a SEND. In most cases, the academy will use up to 15 hours of support to try and meet the needs of pupils. Sometimes, 15 hours of support is not enough, at this point the academy will seek advice from outside agencies such as an Educational Psychologist. This may then result in an application for an Education, Health and Care plan (EHCP).

## HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD / YOUNG PERSON WILL RECEIVE?

Support is monitored carefully to ensure that provision provided and suggested is supporting the child appropriately through parent review meetings, assessments and in class observations.