

The logo consists of three overlapping, curved, light blue shapes that resemble a stylized 'A' or a series of waves, positioned to the left of the text.

Academy  
Transformation  
Trust

# SEN Information Report

September 2016

Improving Education Together.

### **Academy Transformation Trust's Offer on Special Educational Needs and Disability.**

#### **Academy Transformation Trust Mission statement:**

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust we make every effort to be a truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential.

#### **We believe that:**

- all children deserve a first class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- all of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the Children and Families Act [2014 ], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

The Trust's objectives for SEND provision in all our academies

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

## SPECIAL EDUCATIONAL NEEDS Information Report

### Diamond Academy

Local authorities are required to set out and publish a 'local offer'.

This explains how they will work with parents, local schools and colleges, as well as other services such as Health and Wellbeing Boards. This will encourage a more joined-up process when delivering services for children with Special Educational Needs. It will also make the system less stressful for families by giving parents more information about the services and expertise available locally, and increasing their choice.

#### **Vision statement:**

*Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.*

#### **What kind of Special Educational Needs [SEN] are provided for?**

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision **different from or additional to** that normally available to pupils of the same age.
  
- Special educational needs and provision can be considered as falling under four broad areas:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and / or physical

#### **How will children with Special Educational Needs be identified and what sorts of assessments will be completed?**

- Baseline tests – reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / gut instinct
- Parent information concerns
- Tracking progress through intervention groups
- DC Pro analysis
- Phonics screening
- Speech and language screen
- Literacy assessments
- Maths assessments
- Working memory assessments
- Provision guidance banding descriptors
- Therapist assessments e.g. speech and language, occupational therapy
- If children come into school with a EHCP, statement or medical diagnosis already in place

#### **Who is responsible for the Special Educational Needs provision in school?**

- The Senco is Mrs Cynthia Law
- The governor responsible for SEN is Mrs Charlene Self

### **What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?**

- *Formal – These may include:*
  - Parent consultation meetings
  - Termly review meetings
  - Parent views
  - Annual reviews for children with a statement / plan
  - Invite parents in to meet with professionals
- *Informal – These may include:*
  - Informal discussion with staff
  - Home - school books
  - E-mails
  - Text messages
  - Phone calls

### **What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?**

**These include:**

- Progress reviews
- Range of assessments in school and by outside agencies
- Pupil views
- Parent views
- Pupil progress meetings / school tracking systems
- Observations

### **What is the approach to teaching children and young people with Special Educational Needs?**

- **'Teachers are responsible and accountable** for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; June 2014: 6.36]
- Graduated approach linked to assess, plan, do, review
- Quality First Teaching / SEN Support / Education, Health and Care Plan
- Provision which is 'additional to and different from'
- Relevant research based intervention programmes linked with provision guidance
- Taking account of recommendations from specialist outside agencies

### **How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?**

- Changes and adaptations to the physical environment
- Use of assistive technology
- Visual timetables
- Advice taken from professionals
- Specialist resources
- Playtime provision
- Parental suggestions
- Pupil suggestions

### **What expertise and training do staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?**

- Our SENCo is a qualified teacher with additional qualifications in SEND
- All staff have received training relating to SEN
- All staff will receive specialist training when required and available
- Attend various training programmes organised by the local authority or other professionals

### **In addition staff may have access to the following:**

- Educational Psychologist advice
- Speech and Language Therapist advice
- Occupational Therapist advice
- Physiotherapist advice
- Advice from Child and Adolescent Mental Health Service
- Outreach support
- SENCo update meetings and specific training
- School Nurse

### **How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?**

- Raise Online
- DC Pro tracking system
- National Curriculum End of Key Stage statements
- Intervention reviews
- Annual Reviews
- Pupil Progress Meetings
- Parent Views
- Child views
- Teacher reports
- Ofsted
- Annual school reports
- Exit assessments for interventions
- Ongoing informal assessment

### **How are children and young people with Special Educational Needs enabled to engage in activities available, with children and young people in the school who do not have Special Educational Needs?**

- **Quality First Teaching**
- **Appropriate differentiation**
- Inclusion in activities / curriculum
- Appropriate resources
- Bespoke equipment as advised by professionals
- Access to after school clubs
- Social skills music group
- Support for school residential and trips as needed
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum under the advice of professionals
- Enrichment activities
- School council

**What support is there for improving emotional and social development?**

- Counsellor by referral
- Family liaison worker
- Parent groups
- Nurture groups
- Dojo behaviour system
- Gym trail
- Pupil surveys
- School council
- Personal, Social, Health Education [PSHE]
- E-safety
- Bullying policy

**How does the school involve other bodies, including health and social care professionals, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?**

- Invites to EHCP/Annual Review meetings
- Invites to Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals as appropriate to:
  - General Practitioner [GP]
  - Paediatrician
  - Child and Adolescent Mental Health Service [CAMHS]
  - Speech And Language Therapist [SALT]
  - Social Care
  - Educational Psychologist [EP]
  - Occupational Therapist [OT]

Please see the Local Authority Offer for details

**What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?**

- Please refer to the school's complaints policy

**Summary**

- All of the information here applies to children with Special Educational Needs
- This information should be read alongside the information provided by the local authority.