



SEN Information Report September 2018

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. ATT recognizes that there will be occasions when adjustments may be made to ensure full access to the curriculum and other activities.

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.

STAR Academy SEN Information Report

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Executive Head : B.Caisley
Head of School: E.Broadhurst
SENCO: J.Chatterton

Details of Stoke on Trent's local offer can be found by following the link below:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Further advice and parental support can be accessed from:

<https://www.sendiass-stoke.co.uk/blank>

<http://www.pegis.co.uk/>

1. What kinds of SEND does the academy provide for?

The Special Educational Needs 'Code of Practice' (2014) states that there are four main areas of need. These areas are as follows:

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

The academy provides for a range of needs within these areas. Some pupils may have needs in more than one area and needs can change over time.

2. How does the academy know if students need extra help and what should I do if I think my child may have special educational needs?

Students may be identified as having Special Educational Need (SEN) at any stage of their education. This may be a long term difficulty requiring continuous support, or a short term difficulty requiring a specific intervention. A student that is lower academically does not necessarily have special needs. It could be that they need extra support to fill in gaps within their learning, to enable them to achieve their best.

Information about your child's special needs may come from a variety of sources:

- Testing from reading and spelling/ any other testing on entry to academy
- Observations
- Parental concern
- Teacher / Learning Support Assistant concern
- Transfer information from previous academy

If you feel your child may have a specific need then speak directly to your child's class teacher or the **SENCO Mrs.J.Chatterton.**

3. How will the curriculum be matched to my child's needs?

Teachers plan based on children's needs, against age related expectations, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help such as pre-teaching. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors. If a child is identified as having a special need, they will be given a pupil passport these replace IEPs. Targets will be set according to their area of need. These will be monitored by the class teacher regularly and the SENCo three times per year. Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

Questions and activities during lessons may be adapted for groups or individuals. The level of work set will be matched to children's age and the level they are working at. Some children may need particular resources such as coloured overlays, pencil grips, sloping writing boards, specialist scissors etc. Computer software may also be used to support learning.

4.How does the academy identify children who may have a specific need?

Assessment and quality first teaching

For children who do not appear to be making satisfactory progress, a graduated response is recommended. Firstly, the class teacher differentiates the work according to the child's ability within the classroom setting, paying attention to classroom organisation, teaching materials and teaching style.



Plan and do

When a child is still not making progress equal to that of their peers, the class teacher should consult with the SENCO. Following consultation with parents / carers, examination of work undertaken, and scrutiny of the LA Criteria, a decision may be made to put specific interventions in place. At this point, the class teacher should provide interventions which are additional to or different from those provided as part of the academy's usual differentiation and everyday strategies. Records will be kept to inform the next stage and your child will have a pupil passport.



Review

The child's progress is reviewed at Academy by all interested parties, including the child, parents / carers, class teacher and SENCO. At the review, there are three possible outcomes.

- The child may have made sufficient progress to return to Quality First Teaching and Learning.
- The child may need to have opportunities to continue with existing or further interventions to support their needs.

Outside advice and guidance may be required

What happens if my child needs to be referred for outside advice?

At this stage, the SENCO and class teacher will ask parents for permission to approach external services who will provide advice and / or support. Using the advice from outside agencies, strategies which are additional to or different from those previously tried are put in place and a pupil passport is devised. Once guidance has been given from outside agencies and if your child has shown not to make any progress, the academy will apply for an EHC plan (Educational Health Care Plan).

5. What specialist services and expertise are available at or accessed by the academy?

Throughout the academic year staff will identify children that may benefit from literacy, maths or phonics boosters. You will be notified if this the case and the children will be identified to attend an after school club.

A range of specialist services can be accessed including

- Special Educational Needs and Disability Service (SEND)
- SALT team
- Educational Psychologist Service
- Educational Welfare Officer
- Children and Young People's Services
- School Nurse hub
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy,
- Physiotherapy

Our team

Interventions are currently run across the academy for a range of needs. These interventions are carried out by our TA's who have had the training required for specific interventions. Mrs.Parker-Bowen (SEN Support officer) runs a wide range of

interventions throughout the school and works with children from every year group. She is Stoke Speaks Out level 5 trained and runs the majority of our SLC interventions. Some of the interventions that we can deliver include;

- Toe by toe
- Power of 1 and 2 math's interventions
- Active Literacy
- Nuffield Reception
- Nuffield Nursery
- Time to Talk
- Phonics interventions – based on Letters and Sounds
- Pictoys

6. How will I know how my child is doing and how will you help me to support my child's learning?

In addition to the normal academy reporting process, all parents/carers of EHCP students are invited to come in to the academy via parents evenings / afternoons to review progress. Annual reviews are conducted for pupils with EHCPs and external agencies may be invited of a review of provision or a change of need is required.

7. How will my child's progress be monitored and supported?

Each child who has an additional need will receive an IEP (Individual Education Plan) which is formulated with the SENCO, class teacher, parents and the child. This plan will focus on the children's aspirations and goals as well as the provision that the child requires. This will be reviewed regularly and discussed with parents. As well as this

class teachers are required to submit data in line with the trust's reporting procedure. This data is reviewed by SLT and the Senco in order to track progress and monitor the impact of interventions.

8.What training are the staff supporting students with SEND had or are having?

The academy ensures that all staff continue to develop knowledge, skills and understanding in the field of SEND by liaison with the SEN/D team to provide for all training needs which are required by the academy staff to ensure all targets may be met. There is an ongoing training to support in areas including: Speech and language difficulties, Dyslexia, Dyspraxia, as well as regular training in Child Protection and working with Looked after Children.

The SENCO has a Post Graduate Certificate in Working with Children with SEBD and has completed the Boxall Profile Course.

As an academy we have been awarded IQM Flagship Status. This is a nationally recognised award given to schools that fulfil the requirements of an inclusive school. We are one of only 100 school nationally to have achieved Flagship Status.

<https://iqmaward.com/iqm-inclusive-school/>

9.How will my child be included in activities outside the classroom, including academy trips?

All of our students with additional needs are supported and encouraged to be fully involved in all areas of academy life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate. Any issues around SEN/medical/physical needs will be discussed with parents as necessary. We are an inclusive academy which endeavors to provide opportunities for all children

to participate in activities including visits and clubs. When planning visits, children's needs are considered and where necessary adjustments are made or additional support provided in consultation with parents. Where this is not possible, every effort will be made to provide a suitable alternative. Risk assessments are carried out and procedures are put in place to enable children to participate. If the academy or a health and safety risk assessment suggests that a child requires 1:1 support due to their particular needs the academy are able to provide this.

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

All students are supported by their class teacher and class teaching assistants. Children with SEN may have more support in class, and at break and lunchtimes if needed. Star Academy is aware of the needs to safeguard the well-being of all students. Management of first-aid arrangements are supervised by one of the Academy First-Aiders with additional training provided as necessary, with any treatment of first aid/medication given being recorded. If it is considered necessary for a student to have an Individual Health Care Plan due to a significant health condition, this will be carried out in consultation with the Senco, an Academy First Aider and any other health care professional involved with the young person. For more complex needs students, an Education, Health & Care plan (EHC plan) will be discussed. This is a person-centred approach, which ensures within a family context, professionals and local authorities can ensure that children, young people and parents are involved in all aspects of planning and decision making.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the academy with support from appropriate health professionals and in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine

complete training and are signed off by the academy nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at academy with medical conditions (DfE) 2014.**

11. How accessible is the setting/academy/college environment?

The school has a Single Equality Scheme and an Accessibility Plan which is updated annually. The school is one level with easy access to all classrooms and ramps on all external doors. There are suitable toilet facilities for children with disabilities.

Advisory teachers from SEND services alongside occupational health and physiotherapy services support the school with advice and equipment where possible to ensure the school is accessible for pupils with disabilities. Specialist equipment is available for pupils with specific physical difficulties to ensure accessibility.

12. How will the academy prepare and support my child to join the academy or the next stage of education and life?

Children joining the nursery or reception class are invited to play and stay sessions during the summer term. This enables a smooth transition and children settle well. The SENCO liaises with any previous providers for children with identified SEN and where possible holds transition meetings with all concerned parties. When children transfer to other settings, staff from the academy liaise with the new academy to share information and plan transition work and visits. This may include staff accompanying children and their parents on such visits.

13. How are the academy's resources allocated and matched to children's special educational needs?

The academy receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the academy to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the academy may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and numeracy support
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

14. How is the decision made about what type and how much support my child will receive?

Decisions about support will be agreed at pupil progress meetings according to children's needs and progress. Some support may be recommended by outside agencies and this will be implemented wherever possible. For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher parent and other relevant staff as appropriate. Children with Education, Health and Care Plans will be allocated the level of support recommended. This decision will be reached when the plan is being produced or through the annual review process.

15a How will our child and young person be involved in the decisions about their learning?

Pupils' views are sought and the curriculum planned to meet their needs and interests. Each class elects two representatives to Pupil Voice. Children's views are sought during reviews.

15b. How will we be involved in the decisions about the learning of our children and young people?

Parents/carers of children with identified special education needs are encouraged to contribute to IEPs. Structured conversations are held and parents' views are sought through the Annual Review Process for pupils Education, Health and Care plans. Parents are invited to meet with professionals from outside agencies.

16. How are parents involved in the academy? How can I be involved?

We have an Open Door Policy and parents are welcome to speak to staff at mutually agreed times either face to face or by telephone. Members of the Senior Leadership Team. Regular newsletters are sent home. Parent consultation meetings are held each term and there is an annual report on your child's achievement.

17. What do I do if I want to make a complaint?

Most complaints can be resolved informally or by making an appointment at the academy office to see the class teacher or Head of School.

Complaints will be dealt according to the academy's complaints policy. A copy of this can be found on the academy website.

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

Details of Stoke on Trent's local offer can be found by following the link below:

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