

Ashton West End Primary Academy

Special Educational Needs and Disabilities Information Report

At Ashton West End Primary Academy, we strive to be as inclusive as possible, and to meet the needs of pupils with Special Educational Needs and Disabilities in our mainstream setting wherever possible.

We cater for children with a range of Special Educational Needs and Disabilities (SEND). The broad areas of need that we provide for are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and /or physical needs.

We recognise that every child is different, and, therefore, the educational needs of every child is different.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Ms. Sophie Barnett (SENCO) to discuss your concerns.

What should I do if I think my child may have Special Educational Needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) 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 schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Ms. Barnett (SENCO) to discuss your concerns.

How will Ashton West End Academy support my child?

The class teacher:

Will...

- Check on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Write individual Person-Centered Plans and share and review these with parents at least once each term and plan for the next term.
- Personalise teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- If your child's class teacher thinks your child may have Special Educational Needs they will speak with you and share their concerns.

The SENCO: Ms. Barnett

Responsible for...

- Providing professional **guidance** to colleagues; working closely with staff, parents and other agencies.
- Writing SEN Information Report which must be published on the Academy's website and updated annually
- Writing the Accessibility Plan which must be published on the Academy's website and updated every three years.
- Overseeing day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, Educational Psychology, health and social care professionals and independent or voluntary bodies
- Managing transitions for pupils with SEN
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements
- Working with the Principal and governors to evaluate the overall effectiveness of the provision for pupils with SEN

The Principal – Mr. M. Cummings

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

The SEN Governor: Miss K. Pizuti

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school
- The implementation of the school's accessibility plans alongside the Principal

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

At Ashton West End Academy, we believe it is imperative that all children receive quality first teaching to ensure that they have the very best start to their education. Class teachers throughout school plan lessons according to the specific needs of all children in their class. Lessons offer challenge and the appropriate support for each child to learn. Adapted plans and resources for individual children is the first step in responding to children who may have special educational needs. For example, a child may record their work in a different way using ICT. This type of teaching is called differentiation and will enable your child to access a broad, balanced and relevant curriculum. Differentiation is evident through the children's tasks, appropriate resources, questioning techniques and the support that is given. We put in place strategies and resources to promote independent learning.

Some children may require more support with their learning. At Ashton West End Academy, if a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

We support children with SEN by using a graduated approach.

The four stages of this cycle are:

- **Assess** - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments. This stage may involve discussions with outside agencies such as Educational Psychologist, Pediatricians or Speech and Language Therapists.
- **Plan** - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a Person-Centered Plan and will form the basis for review meetings. Copies of the plan will be given to parents.
- **Do** – this involves providing the support that is specified in the plan – extra support and/or resources for learning.
- **Review** – This is where we measure the impact of the support provided and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle. Person Centred Plans are reviewed each term with the Parents/Carers, Class Teacher and SENCO.

What if my child needs specialist support or advice?

We invite external agencies into our school as the need arises. This ensures that children with differing needs are able to access to the curriculum. The agencies include C.L.A.S.S (Language and Communication) and SALT (Speech and Language). An Educational Psychologist may observe and assesses children and make recommendations to staff and parents. We work alongside different professionals and the family to complete a Common Assessment Framework (CAF) and we implement the actions according to a timescale. This service supports the child and their family.

During SATs and testing we make adjustments according to the individual needs of the child. These adjustments include providing a smaller distraction free room, using a reader, providing rest breaks and working with a known adult.

Children with a sensory need are supported by the Sensory Support team on a regular basis. We ensure that reasonable adjustments are in place for children with a disability. We have sound fields in some of our classrooms and specially adapted equipment for visually impaired pupils. The school is accessible with ramps and an accessible toilet.

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

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short-term targets and to discuss the progress the child has made.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have a Person-Centred Plan based on targets set by school and/or outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head teacher and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place

Person Centred Plan Reviews

We hold termly review meetings for children with SEN and parents are invited. We use the four plus one Person-Centred planning tool as a focus at the meeting. At the meetings we discuss: what we have tried, what we have learned, what we are pleased about, what we are concerned about and what we need to do next. Discussion with parents regarding these matters and an involvement with

families in planning, decision making and identifying outcomes for children is our focus. Children are also asked to contribute to their plans wherever possible.

Education, Health and Care Plans

Children who have more complex needs may have an Education, Health Care Plan in place (EHCP). When the school is no longer able to meet a child's needs with the funding normally available to them, they can apply to Tameside Local Authority for an Education, Health and Care Plan.

What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support / play partners
- Lego therapy sessions
- Buddy system
- Access external agencies and professionals and follow their advice
- Teaching Assistant trained in how to support pupils' mental health.
- Learning Mentor Support

The school has a Behaviour Policy which specifies the school rules, clear rewards and sanctions.

There is an Anti Bullying Policy which has been written with staff and pupils available to Parents.

Keeping Children Safe

Risk assessments are undertaken when trips and visits are planned. Outdoor provision is risk assessed. Risk assessments are reviewed and updated regularly. Classroom risk assessments are displayed in class and shared by all. Staff who undertake risk assessments include the Head teacher, class teachers, TAs, kitchen staff and the caretaker etc.

- Start and end of the day-A TA stands at the door in the morning to greet the children and provide support for children with specific needs. Teacher's handover younger children to parents by calling out their names as they are standing in line. As the need arises, special provision for children with specific needs is put in place.
- Supervision at lunchtimes and break times-Midday assistants/class teachers on duty will take responsibility with extra support in place where appropriate. Class teachers will inform the appropriate lunchtime staff of the specific needs of individual children. Playtime buddies will also be on duty to support and play with the children.
- Safety outside the class- Appropriate staff ratio is put in place and where appropriate 1:1 provision. Where a child has a special need, appropriate strategies will be put in place to meet the needs of that child.

Health including emotional health and well-being

If you or a teacher feels that a medical problem is affecting your child's education, then we would hold a meeting with the parents and put in place appropriate strategies and maybe seek further

advice from other professionals, for example, the School Nurse or the Sensory support team. We ask for parental permission when involving different professionals.

- Parents are welcome to come into school to administer prescribed medicines, prior to discussion with staff. Arrangements for individual circumstances can be discussed with the Head teacher.
- A care plan- We provide a review meeting and invite parents in to discuss the plan. When the plan has been drawn up, parents are asked if they agree with the actions and whether or not they meet their child's needs. The plan will be amended accordingly and then signed by the parents/ guardians. Relevant staff will attend the meeting and copies of the plan will be given to staff who will implement it.
- First aid is administered when required by First aiders. In the case of more serious incidents, the ambulance and paramedics will be called. Parents will be informed.
- Staff are trained as necessary to deal with the needs of individual children.
- The health or therapy services, children will be able to access on school premises include dental and eye checks for the younger children. Speech therapists sometimes assess children in school and issue individual plans to be implemented by the staff. If required, we can make referrals to the school nurse.

Communication with Parents

Parents are introduced to the staff at the Nursery and Reception intake meetings. They will also meet them at Parents Evening. Teachers' names and photographs are displayed in the entrance hall. Staff names are also displayed in the handbook and the website. Each class teacher introduces themselves on the school website. Bilingual assistants and the EMAG teacher also introduce the staff to parents as appropriate. Parents are informed at induction meetings and in the handbook of who they can contact if they have concerns about their child.

If parents want to discuss issues with teachers, they can make an appointment. In most cases, minor issues can be dealt with at the beginning or at the end of the day.

Keeping parents updated with their child's progress- Parents receive two half yearly reports and we hold Parents Evenings three times a year. Discussions within term time might be held if any learning issues occur. Parents are invited to VIP meetings where they can discuss progress and next steps in the Foundation Stage. Parents are also informed of SATs, tests, phonics and profile scores. The SENCO and teachers will discuss progress with parents whose children are on the SEN register, at termly review meetings.

Parents can give feedback regarding reports by completing the appropriate section on the report booklet. They can also discuss any feedback with the head teacher or the deputy head teacher and teaching staff.

We communicate information via our school website and in our newsletters. Working together

We ask parents to read and sign a home/school contact when their child enters the school.

Children are given opportunities to have their say at our school through the school council. We also ask the children questions about the curriculum we deliver. We listen and respect their views and act up on them. Children with SEN are invited to contribute to their Person-Centred Plans and review meetings.

Parent's evenings and review meetings provide opportunities for parents to have their say. If you have any questions, you can come in and talk to us.

Opportunities for parents to get involved in the life of the school

Parents are represented on the governing body. We hold curriculum events including Science workshops. We encourage parents to support their child with their homework and hear them read. In the Foundation Stage we encourage a partnership through the home/school books and VIP meetings. Parents are welcome to volunteer in school in a variety of ways. Parents are welcome to attend class assemblies and other events as advertised. Help and Support for the family

The SENCO and class teachers support parents with SEN paperwork as required. The school staff can offer assistance with completing paperwork. The office staff support parents with completing induction paperwork. Bilingual staff will assist with translating if required.

Curriculum news is sent to parents termly. News letters are sent home frequently. Information can also be found on our school website. VIP sessions are held for parents in the Foundation Stage. Other meetings are held for specific purposes, for example, advice and feedback from the Educational psychologist. Advice about school issues is provided by the head teacher and the staff. The office staff also provide different types of information.

Transitions

The child's next class teacher will hold discussions with their present teacher. Appropriate Information will be passed on to your child's next teacher including your child's targets and person-centred planning.

Where appropriate transition meetings will take place between teachers, the SENCO and the child's parents or guardians.

All children will visit their new class and meet their new teacher on transition day. Additional transition visits may be planned for some pupils.

Teachers from high schools come into school and discuss the individual needs of the children with the Year 6 teachers. The SENCO will also pass on the Person-Centred Plans and discuss the needs of individual children on the SEND register. The Year six pupils visit and spend time at their new school. Appropriate paperwork is always sent to the child's new school including SEN paper work.

Extra-Curricular Activities

The lunchtime and after school activities we offer are computer club, gardening club, recorder club, samba, choir, maths computer club and a variety of sports clubs. All children are given the opportunity to join the clubs. There are clubs to meet the different needs of the children. This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school.

For further information please contact the Principal or Ms. S Barnett the SENCO.

The SEND governor is Miss Pizuti.

Reviewed September 2019