

## SEN Information Report

Coordinator for Special Educational Needs and Disabilities (SENCO) for The Glapton Academy is Mrs Amy Fielder

### 1. What kinds of special educational needs does the school make provision for?

The Glapton Academy caters for a wide range of Special Educational Needs, Disabilities and medical needs.

These include autism, dyslexia, ADHD, learning difficulties, physical difficulties such as , Diabetes, Hearing and Visual Impairment, Speech and Language delay and other emotional difficulties.

Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her best.

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

If a child is transferring from a different setting the school will be informed and a process put in place to ensure successful transition. Often we will identify him or her through a clinical diagnosis that may be ongoing like Autism or through our own observations and assessment such as identifying Dyslexia.

Within school the progress of every child is carefully tracked and any concerns because of these assessments or professional observations will be raised with the parent by the class teacher. Similarly a parent with concerns about their child should initially speak to their child's class teacher who will stay in contact with the parent whilst looking into those concerns. The class teacher will then discuss this with the school's Special Educational Needs Coordinator (SENCO), a meeting with the parents will then be arranged to consider the child being recognised as 'School SEN Support' and appropriate provision identified.

### 3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

The class teacher closely monitors the progress, achievements and overall well-being of every child in their class. In addition to this the SENCO will liaise with the class teacher to monitor the progress of children with Special Educational Needs and Disabilities. Where appropriate Individual Education Plans will be developed with SMART Targets (Specific, Measurable, Achievable, Realistic and Timely) that will seek to raise expectations and achievements for that child. Targets are set and reviewed together with the family to ensure that support is provided in the areas of need.

## SEN Information Report

Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having the required positive impact. Regular reports are provided to governors who oversee the progress of children.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

All children at The Glapton Academy are set ambitious yet achievable targets in all areas of their learning. Throughout the year there are Parents Evenings and the end of year reports. Where a child has an Pupil Provision Map there are reviews each term but all teachers are happy to talk to any parent about their child and additional meetings can be arranged at mutual convenience. Meetings can include the SENCO and this can also be arranged through the class teacher.

There are meetings for parents about the best ways to support their child when they begin to read and write. In addition, to this class teachers will offer their suggestions for individual children should they require something more specific to their learning needs/style across the curriculum.

c) What is the school's approach to teaching pupils with special educational needs?

As a school we believe in quality first teaching; we seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all children are given the opportunity to reach their potential and see themselves as learners. Appropriate interventions are put into place for any child, with or without special educational needs, who are not making expected progress.

We support pupils with special educational needs and disabilities by providing specifically prepared learning materials and the use of appropriate ICT equipment. Children are taught with Teaching Assistant support in whole class situations, small groups or one to one work.

Specialist equipment and resources are used when requested by specialists and training undertaken by staff.

There is a graduated response to a child's needs depending on the complexity of the need; outside support and expertise is sought from outside agencies available by the SENCO attending a multiagency meeting.

Parents and carers are consulted about all choices that are made concerning their child.

d) How will the curriculum and learning be matched to my child's needs?

Every class teacher is responsible for the learning in their classroom; the delivery of the curriculum is differentiated to cater for the varying abilities and learning styles of the children in the class. The approach to teaching children with special educational needs and

## SEN Information Report

disabilities listed above is employed when the needs of a child is outside the regular parameters seen within a class.

e) How are decisions made about the type and amount of support my child will receive?

All decisions about the type and amount of support that children receive will be an ongoing collaboration between the child, parent, class teacher, SENCO, outside agencies, Senior Leadership Team, Head Teacher and Governors. Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her best; the type and level of support remains fluid depending on the specific needs of the child at any particular time.

If the needs and required provision meets the criteria for additional funding from an outside source then a bid for that funding will be written by the SENCO to further aid the support for that individual child.

f) How will my child be included in activities outside the classroom, including school trips?

All children are included in school activities and visits. Where children have additional needs there will be risk assessments done and adequate support put in place to ensure a safe and successful trip for all.

g) What support will there be for my child's overall well-being?

The adults that work in The Glapton Academy strive to foster very positive relationships with the children. The children are encouraged to discuss any issues they have, whether educational or social, with their class teacher or another adult.

The Glapton Academy has developed a Health and Wellbeing Team – a group of staff members who work alongside key pupils. Information about the intervention support they provide can be obtained from the SENCO.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?

Mrs Amy Fielder – 0115 9152936

5. a) What training have staff supporting special educational needs had and what is planned?

The SENCO receives training from various local and national providers on a wide range of conditions such as Autism, Dyslexia etc. This understanding is then delivered to the school staff in staff meetings, key stage meetings or individual coaching when the need arises.

The SENCO, class teachers, Teaching Assistants, other staff and governors also access training to learn how to support children with specific needs such as seizures or Diabetes.

## SEN Information Report

b) What specialist services and expertise are available or accessed by the school?

If, once the progress of a child has been monitored and strategies discussed with parents, it is considered that additional expertise is desirable then these outside specialist services can be accessed by the SENCO. Signed parental permission forms are required so that the children can be discussed and additional services can be accessed to support the child. The school has access to a wide field of additional services e.g. early years specialist, school nurse, behaviour and autism team etc.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

The school provides any appropriate equipment and facilities that a child with special educational needs or disability may need. This equipment will have been identified by an outside agency as required by the child in order for them to best access their learning.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Parents are encouraged to speak to their child's class teacher with any questions or concerns; these meetings can be informal or arranged. In addition to the parents evenings that occur twice a year additional meetings are held to discuss targets and achievements in the Pupil Provision Maps. The SENCO will attend meetings for children with more complex needs or whenever the class teacher or parent requests attendance. Parents can make an appointment to see the SENCO by contacting the school office. For a child to reach his or her potential it is important for the parent to be fully involved.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Children are involved with their target setting as far as their understanding will allow. Children can attend meetings if it felt appropriate by the teacher and parent. In order to encourage motivation in a child a teacher will get to know them so they can tailor the provision in school to meet their learning style and interests.

The student council ensures that the children have a correct representation and are involved in activities and decisions affecting the school.

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

Parents are encouraged to bring any concerns to the attention of the class teacher. The SENCO may also be contacted (contact details above). For more detailed information please refer to the complaints policy on the school website.

## SEN Information Report

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENCO is usually the person who involves other organisations and services and reports directly to the Senior Leadership Team; the SENCO also reports to the governor with specific responsibility for Special Needs. Governors can see the data that informs them of the progress made by children with additional needs in order that they can ask questions to ensure that all children's needs are being met.

11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/children?

The SENCO can signpost parents to the wide range of support organisations and groups available in the community. As discussed above the SENCO can also access the professionals that can offer the specific support required for the child's needs; either to work directly with the child or to offer advice to parents or staff.

The School Nurse is available to add expertise and signposting that is more specifically related to health and mental-wellbeing; this service can be accessed by the SEN team.

12. How will the school/setting prepare my child/young person to:

- i) Join the school/setting?
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?
- iii) Prepare for adulthood and independent living?

The Glapton Academy understands the importance of carefully considered transition plans for children with additional needs. In any transfer the important element is communication so that information about that child and how they learn best is communicated on paper and in meetings so that professionals that will be teaching the child have the opportunity to ask questions.

The amount and nature of the visits to the new setting is decided with the child at the centre of the process; each of these transitions seeks to predict possible issues that may arise and to pre-empt as many as possible so that the pupil feels equipped to begin the next part of their journey.

13. Where can I access further information?

For further information please refer to the school website; specifically the Special Needs and Disabilities Policy. To have specific questions or concerns answered please contact the SENCO.

## SEN Information Report

### 14. Admission arrangements for pupils with SEND

No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Children with a Statement of SEN or an EHC Plan commonly require additional support at school. The Glapton Academy will require support from the Local Authority's SEND team to accommodate any additional needs that a child may have.

### 15. How will the school prepare and support my child when they are leaving this school or moving to a new class?

We are aware that moving to a new school, or moving to a new class, can be challenging for some of our children. We aim to make these transitions as easy as possible for the children in our school.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible and aim to have done this within 2 weeks of your child leaving.
- At the end of Year 6 we run transitions groups for the children we feel need a little extra support with making the move to secondary school. This gives the children an opportunity to find out more about their new school and ask any questions they may have before moving. They may be taught strategies on how to organise themselves for different lessons or how to read timetables/maps of the school. Some children may also make additional visits to their new school.

### 16. How is the Glapton Academy accessible to children with SEND?

The Glapton Academy is an inclusive school. Adjustments are made to the curriculum to meet the needs of all our children. Where possible, appropriate adaptations will be made to the school building to ensure accessibility. In addition we aim to ensure that all children have access to our extra-curricular activities.

The main entrance to the school reception has level access. Our Key Stage 1 building and the ground floor of the Key Stage Two building are wheelchair accessible. A disabled toilet is available in the Key Stage 1 building. Plans are in place for a medical/ disabled toilet in the Key Stage 2 building.

Where children need special pieces of equipment to enable them to access the curriculum, these will generally be provided from the school budget. This might include writing

## SEN Information Report

slopes, pencil grips and special pens for children with motor skills difficulties, Coloured exercise books or overlays for pupils experiencing visual stress or Special learning materials like Numicon to help children who struggle with Maths. In some cases simple word processing devices have been provided for children who struggle with writing. We are currently trialling the use of Ipads with children with High Level Special Needs.

Where very specialist and expensive equipment is required e.g. for children with a hearing Impairment, we seek advice and support from the relevant specialist support service in commissioning equipment and securing the relevant funding. Alternatively, equipment can be loaned from LA SEND Team.

### 17. What are the steps taken by the school to prevent SEN children being treated less favourably?

We have a duty to ensure that our pupils are not discriminated against and we make reasonable adjustments, including the use of additional adults and services to ensure that all children with SEN are not at a disadvantage compared with that of their peers. These could include the provision of services and the provision of education. We make reasonable adjustments to meet all needs which could include specific interventions, the use of aids and personnel to support learning, using a different approach to meet needs of individuals. For children with disabilities, our duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. We promote equality of opportunity for disabled children.

Any targets are specific and measurable, we commission services to support the needs of individuals and arrangements in place to support all pupils with SEN to ensure that they get the support they need. All children with SEN engage in activities in school alongside children who do not have SEN. The SENCO is responsible for co-ordinating SEN provision. Our school's Admission policy ensures that all children are not refused admission due to their SEN or if they do not have an EHCP plan.

We regularly review and evaluate the breadth and impact of the support we offer or can access to ensure that we take an active role involve with all agencies and follow advice. We make the best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people's SEN. We promote training for individual staff members or whole staff to ensure that we can follow updated recommendations for pupils in our care.