



Glapton Academy

A L.E.A.D. Academy

SEND information report

Updated September 2023

Glapton Academy is committed to providing appropriate and high-quality education to all of our pupils. We believe that all children and young people, including those identified as having additional, special educational needs and/or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.

We believe that all pupils should be equally valued at Glapton Academy. We will strive to eliminate prejudice and discrimination and to develop an environment where all pupils can flourish and feel safe.

Our academy is committed to inclusion. Part of our strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we respond to learners in ways which take account of their varied life experiences and needs and as a result, identify adjustments that ensure SEND pupils are enabled to fully participate in the life of the academy.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their academy career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve his or her full potential.

The types of needs that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.

Cognition and learning, such as dyslexia and dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety and attachment disorder.

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and medical needs.

We cater for children at all levels including those with Education Health and Care Plans and have a number of children with plans in the school and others for whom we are actively pursuing this provision.

Identifying pupils with SEN and assessing their needs

Some children will enter school with very clearly identified needs, however for others their needs do not become fully apparent until they enter the education system. Class teachers will therefore make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

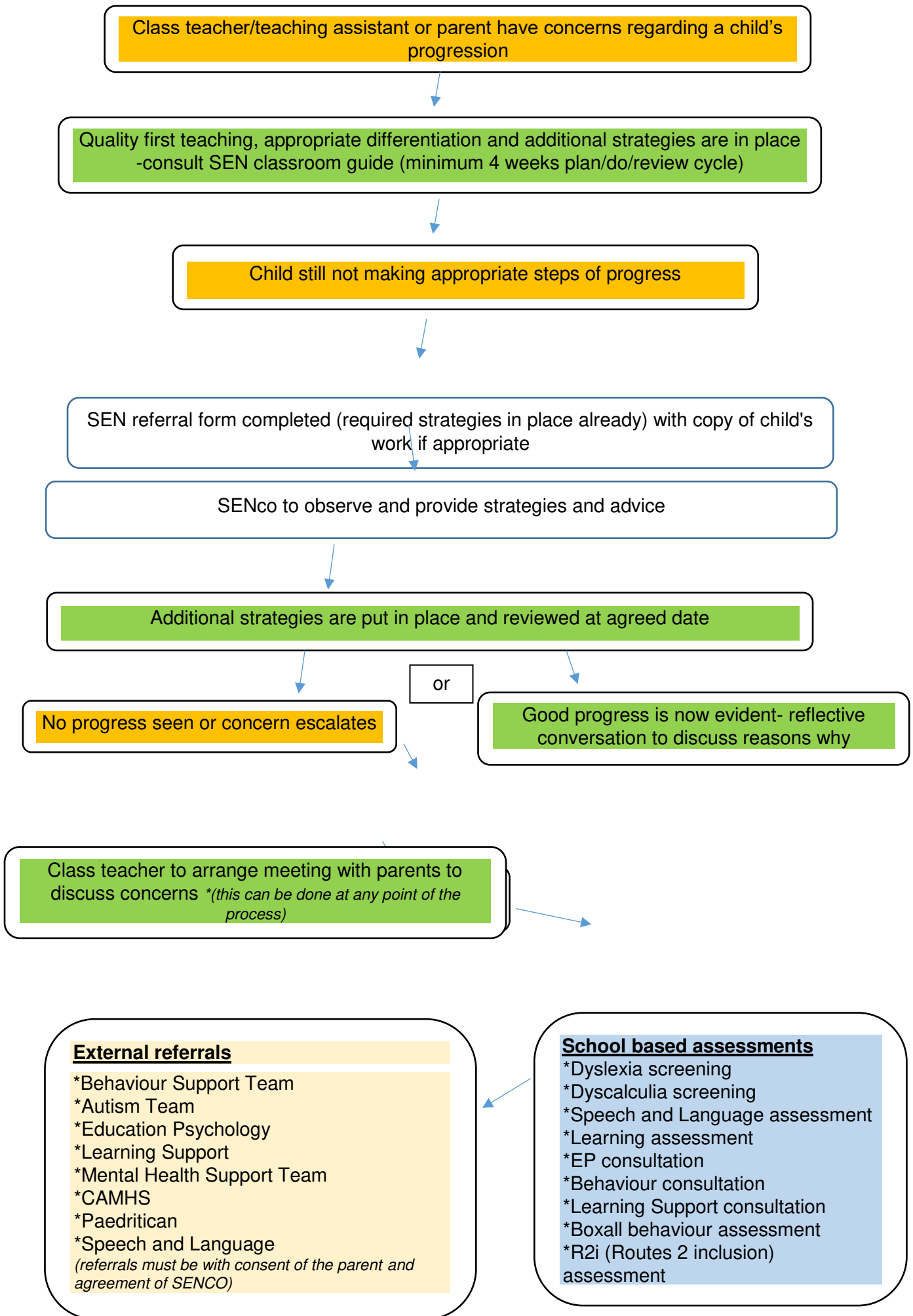
Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs, communication or behaviour needs.

We will follow the graduated approach by implementing the 'assess, plan, do, review' approach. This involves adapting high-quality first-teaching strategies, planning interventions and strategies, reviewing their impact and gathering further information to create a clearer picture of the child's needs.

Depending on the identified need, this could involve observations by the SENDCo, outside agencies, completion of checklists or formal assessments.

SEN Referral Process



Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and a copy given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support and parents will receive a copy of the child's SEND support plan detailing the child's provision.

Children are also given a basic version of their plan so that they know what they are working towards and how they can support themselves.

Consent will also be requested for any formal testing and the involvement of any outside agencies.

Assessing and reviewing pupils' progress towards outcomes

We will continue to follow the graduated approach and the four-part cycle of assess, plan, do, review once a child has been formally placed on the SEND register however, this is reviewed on a more formal basis with parents.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs and draw up a SEND support plan (SSP). This will incorporate

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

A clear outline of the provision for the pupil and the intended outcomes, the support provided and teaching strategies or equipment that is required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Any updates to the provision will be discussed with parents and an updated copy of the SSP shared with them.

At any stage and in consultation with the parent an Education and Health care plan may be requested

Supporting pupils moving between phases.

We support all of our children to have smooth transitions between settings whether they are entering our setting or leaving us for another school. This happens in a number of ways.

During the Summer Term, transition meetings are planned to ensure a detailed transfer of the child's needs and the provision of the SSP to the new class teacher. Parents may be invited to attend these meetings also.

Additional transition may be planned for children who need it such as those with emotional needs or ASD.

The SENDCo visits new EYFS children who have been identified prior to starting school in their Nursery or pre-school setting to plan support early.

For children transitioning to a new setting (such as secondary school) we work closely with the destination school to ensure that a clear transition plan is in place.

For children with support from the IES, there is additional support from the IES Transition Team

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching and learning for all pupils is our first step in responding to pupils who have SEND. This will be adapted for individual pupils to enable them to access and attain the curriculum alongside their peers as far as possible.

We currently also provide the following interventions for all children including SEND:

Catch up English and Maths programmes

5 minute box for literacy and Number

Small group phonics

ELSA (Emotional Literacy Support Assistant)

Talk Boost

Early Talk Boost

Nuffield Early Language Intervention (NELI)

Switch on Reading Recovery

1st Class at Number

Go Petey

Toe by Toe

Fine motor support

Sentence Groups

1-1 Spotlight Readers

10:10 Club

Meet & Greet

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our provision to ensure all pupils are able to access the curriculum, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving children sentence starters, visuals etc.

All staff have a copy of and refer to documents about Quality First Teaching which contains strategies to support children in the classroom under the 4 categories of need. This is also used by the SENDCo when reviewing appropriate provision for SEND during classroom observations.

Additional support for learning

We work with the following agencies to provide support for pupils with SEND

IES Learning support team

Autism Education Team

Speech and Language Therapists

Behaviour Support Team (BST)

Educational Psychology Services

Virtual school for Looked after Children and Care Leavers

Occupational Therapy

Physiotherapists

The Special Educational Needs and Disability Code of Practice makes it clear that provision for our pupils with SEND is a matter for our Academy as a whole. As such we continuously plan, teach and assess to ensure that all our pupils make progress, whatever their abilities, aptitudes and interests. All of our teachers are responsible and accountable for the progress of all pupils in their class.



Wave 1 universal offer – Quality First Teaching

Small intervention group support

Reasonable adjustments to support learning

Routes to inclusion initiated

School Health

Outcome – Gaps close with normally available intervention and support

Wave 2 - Targeted support

SEND support plan in place and reviewed regularly

Provision map in place

HLN funding requested

Further assessment of need with referral if appropriate to other agencies

Outcome – Children make progress and additional funding in place

Wave 3- Targeted support +

All of the above

Bespoke support in school

Individualised timetable

Personalised curriculum

Multi agency meeting

Elements of small group and 1:1 support

Outcome- Support is focused on individual learning goals specific to the learner. Goals include a range of advice provided from different services.

Wave 3 - EHCP in place

An Education and Health care plan is sought by very few learners and is only applicable in the most significant of circumstances. Please discuss this in more details with our SENDco.

Expertise and training of staff

Our SENCO has 21 years' experience in this role and holds the following qualifications

BA (Hons) Geography with Qualified teaching status

National Professional Qualification for Senior Leaders

She is allocated the equivalent of 3 days a week to manage SEN provision however works full time within the school. The SENDCo is supported by a team of Teaching Assistants including some with specialist training or skills such as Makaton and ELSA.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

Reviewing pupils' individual progress towards the goals on their SSP's

Reviewing the impact of interventions every 6 weeks (children are given assessments at the start and end of every intervention)

Using pupil questionnaires

Monitoring by the SENCO

Holding annual reviews for pupils with EHC plans

For those children whom it is not possible to track progress against the usual methods, we use appropriate small-step tracking systems such as progression steps.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council and other pupil groups.

We have a zero tolerance approach to bullying and recognize that pupils with SEND are more vulnerable to bullying.

We regularly hold assemblies addressing issues such as Mental Health, invisible disability to support children with SEND and educate all of our children.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO/Headteacher in the first instance in order to seek a resolution. They will then be referred to the school's complaints policy if they feel that their complaint has not been addressed at this level.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

In Nottingham support is offered for parents of children with SEND through 'ask us' (formerly known as parent partnership). They can be contacted on 0800 121 7772 or through the contact form on their website www.askusnotts.org.uk

The local authority local offer

The local authority produces their 'local offer' which enables parents to see the services which are available in locally for children with SEND. Our local authority's local offer is published here: www.asklion.co.uk/localoffer

Further information

This report covers the general provision offered at The Glapton Academy. For further information for prospective parents of children with SEND please contact the SENDCo, Mrs. Oliver who can discuss what we can offer for individual needs in more detail.

Monitoring arrangements

This information report will be reviewed by Mrs. Oliver (SENDCo) every year. It will also be updated if any changes to the information are made during the year.