



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT – 2020/2021**

The SEND Information Report describes what help, support and services are available for children with Special Educational Needs and Disabilities (SEND) and their families at the Academy. This report is to inform parents of the Academy's provision and is reviewed annually by the SENDCO and Governing Body.

The Academy is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and wellbeing of all children matter – including those identified as having special educational needs / or disability. The culture, practice, management and deployment of the Academy's resources are designed to ensure that all children's needs are met.

The Academy's SENDCO is Saras Pillay – [saras.pillay@tpamk.co.uk](mailto:saras.pillay@tpamk.co.uk)

Saras has the following qualifications:

- BA Honours with Qualified Teacher Status
- The National Award for Special Educational Needs Coordination
- Designated Teacher for Looked After Children
- Mental Health Lead – Mental Health First Aider

### **Categories of Need**

We address the needs of children using the four main areas outlined in the DfE 2015 'Code of Practice'.

#### **Communication and Interaction**

Speech, Language and Communication Needs (SLCN). This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and Learning**

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

#### **Social, Emotional and Mental Health Needs (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. These

behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. We work with CAMHS and other appropriate agencies to support the children and make referrals.

### Sensory and/or Physical Needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At the Academy we are aware that these needs may be inter-related and that children may have more than one area of need.

### **Identifying and Assessing Needs**

*How do the Academy know if children need additional support and what should I do if I think my child may have special educational needs?*

We recognise that children learn at different rates and that there are many factors affecting achievement. At the Academy, we aim to identify needs as early as possible and provide teaching and learning that enable each child to achieve their full potential. We regularly track children's progress and where there is evidence that a child is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

Any of the following can trigger a SEND concern:

- Parent/carer
- Child
- Class teacher
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school
- Baseline and on-going assessments
- EYFS/KS1 results
- School testing and assessment.

If a concern is raised, then class teachers and/or the SENDCO will talk to you about your child's progress and development and suggest ways in which to provide appropriate support both in-school and at home.

Special educational needs are identified when, despite receiving differentiated learning opportunities, a child:

- Makes little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness.
- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas.
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques employed in school.
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Have communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENDCO will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Staff are trained to identify children who may have more specific needs e.g. Dyslexia, Autistic Spectrum Difficulties.

If required, after consultation with parents, the Academy will seek to involve, and work in partnership with other outside agencies e.g. Speech and Language Therapists, Health Visitors, Educational Psychologist.

### **Supporting Children with SEND**

*How do the Academy know how effective its arrangements and provision for children with special educational needs are?*

If your child is identified as having SEND, in addition to in-class support, we may provide additional support in areas such as reading, writing, spelling, maths, speech and language, socialising.

If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in the plan.

Class teachers and the SENDCO monitor progress regularly. We do this for all children in school, not just those identified as having SEND.

Children identified as requiring support which is greater than the majority of the class will have an individual provision map that will be used to communicate targets and progress between teachers, children and parents.

The SENDCO monitors the impact of the support put in place and regularly reviews the Academy's Provision Map which identifies how group interventions and individual support is impacting the progress of each child.

Where a child's academic targets are in line with whole class targets, a one-page profile will outline day-to-day strategies needed to support them.

### **Evaluating Effectiveness**

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

We meet with parents and children (where appropriate) at least once a term to review targets, discuss next steps and amend provision if necessary. Some children may require an individual provision map, a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCO if they have any concerns.

### **Consulting Parents and Children**

*How are parents involved?*

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents' evenings in the Autumn, Spring and Summer terms and provide a written report in the Summer Term.

Additionally, we hold SEND review meetings termly for those children with additional or significant educational needs. These can be held with the class teacher, SENDCO or both.

We adopt a number of other strategies to communicate with parents depending on your availability e.g. informal meetings with staff at the end of the school day or phone call discussions.

*How will my child's views be listened to?*

Children are involved in the setting of their targets and encouraged to reflect on these. Where children have a SEND support plan or EHCP, these are reviewed with the child.

### **Staff and Expertise**

*What specialist services and expertise are available at or accessed by the Academy?*

It is a high priority for us to develop staff confidence in teaching and supporting children with SEND. The teaching team receive training in a range of SEND areas including dyslexia, ASD, phonics, reading coaching, supporting children with maths, managing emotions and wellbeing.

We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapists
- Educational Psychologist
- Specialist Teaching
- Health Visitors / School Nurse.

Saras can be contacted via:

Email: [saras.pillay@tpamk.co.uk](mailto:saras.pillay@tpamk.co.uk)

Phone: 01908 373621

Saras is supported by a team of fellow professionals including:

Valerie Walker	Educational Psychologist
Sarah Daniells	Safeguarding and Wellbeing Lead
Laura Parker	Assistant SENDCo

The Academy currently have the:

SEND Inclusion Award

Wellbeing Award for Schools

### **Teaching Approach**

*What is your approach to individual learning?*

Class teachers are trained to adapt their teaching to meet a range of needs. The Academy ensures that all children have access to high quality teaching with carefully selected small group and targeted, time limited one-to-one interventions. We differentiate the curriculum accordingly and consider ability and different ways in which children learn. The SENCO has a role in supporting class teachers to do this as effectively as they can.

Teachers, Subject Leaders and the SENDCO monitor children's books to see how effective these strategies are. We consider recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the child to learn more effectively.

## **Curriculum and Learning Environment Adaptations**

*How will the Academy and its curriculum be accessible to my child's needs?*

We make suitable adjustments to the Academy buildings where possible and provide a range of additional resources for SEND children, in-line with the Academy's Accessibility Plan (e.g. enlarged texts, reading books, maths equipment, coloured overlay, use of laptops).

Additional support is tailored to meet the individual needs of the children. It may include additional support from the class teacher, teaching assistants and / or the SENCO or an external agency; this may be on a 1:1 basis or in a small group depending on the needs of the child.

Class teachers will discuss additional provision with parents and children. Our aim is to provide enough support to help the child to become more independent with their learning, but not to become reliant on adult support, so that they are ready for transition to the next educational setting i.e. secondary school.

## **Inclusivity in Activities**

*How will my child be included in activities outside the classroom including educational visits?*

We provide a range of extra-curricula activities (clubs, visits and residential) which are made available to all children. If a child has additional needs, we discuss the suitability of each activity and if deemed appropriate for the child we then plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he / she may be more anxious about an educational visit. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required.

## **Supporting Emotional and Social Development**

*What support will there be for my child's overall wellbeing?*

We believe that emotional and social development is very important in the overall education of children. Being happy at school is crucial and the Leadership Team monitors happiness and wellbeing regularly.

Where children are found to have needs around emotional and social development, provision is put in place to support e.g. social communication groups, feelings management, circle time, learning mentor sessions etc. Progress is monitored regularly and support adapted to meet the needs accordingly. Pupil voice is fundamental in ensuring these provisions are effective for the social, emotional and mental health needs of the children.

Some children may have needs related to behaviour and we work closely with parents to support such children in school.

## **Transition Support**

*How will the Academy prepare and support my child to join, transfer to a new setting or to the next stage of education?*

The SENDCO liaises with other settings including pre-schools, primary schools and secondary schools to ensure smooth and effective transition between settings.

There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual children as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

## **Funding**

*How is SEND funded at the Academy? How will my child benefit?*

Children with Educational Health Care Plans will receive financial support from the the Local Authority after the Academy has evidenced how the first £6000.00 has been spent.

The Academy continues to make provision from the delegated budget from the LA and its own funds for:

- Children on the SEND Register who mainly receive support within mainstream classes across the curriculum using a variety of strategies. Additional individual or small group support is used to help some children to develop fundamental skills e.g. reading, spelling, maths.
- The Special Needs budget will be used to access resources for support, personnel and where necessary to adapt the Academy environment in order to allow all children to access the curriculum and fulfil their potential.
- Children on the SEND register will receive help and funding in proportion to their level of need. We continuously build up a bank of SEND resources which are available to all staff.

## **Handling Complaints**

*What should I do if I have a complaint about the SEND provision?*

We would encourage parents in the first instance to discuss their concerns informally with the SENCO.

The Academy requests that parents follow the Complaints Procedures Policy - contact the Academy office for details or access the policy via the website [www.tpamk.co.uk](http://www.tpamk.co.uk).

## **Local Offer**

*What other support services are there who might help me and provide me with information and advice?*

If you need support in finding an organisation or support service for your child, please contact the SENCO in the first instance, who will be happy to help you navigate through the [Local Offer](#).

You may also find the [SENDIAS](#) useful. This is a service offering confidential and impartial information, advice and support to all families in Milton Keynes who have a child with special educational needs or disability.

Children and Families Practice Central – 01908 252696. This is a team of experienced staff offering early help and family-based support and advice.

The next scheduled review date for the report is November 2021.