



SEN Information Report September 2019

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.

The Academy's Local Offer:

How does Sun Academy Bradwell identify individual pupils with Special Educational Needs?

- Within our academy, we focus heavily on the quality first teaching that every child receives as part of their classroom education, recognising that no substitute can be made for constant exposure to high quality teaching and learning. For some children, support additional to the quality first teaching that they are receiving will be required. If this is the case, additional interventions and support will be discussed and put into place on a short term basis to allow over learning and consolidation.
- When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to us to identify what the possible barriers to learning may be. This helps us to plan appropriate support strategies.
- If you tell us you think your child has a Special Educational Need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the academy; sometimes the academy will seek advice from more specialised services such as Educational Psychology, Staffordshire Specialist Services or Speech Therapy – we always ask for your permission first and share our findings with you along with the next steps we need to take.
- If teachers feel that your child has a Special Educational Need, the earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests/further observations to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If the academy becomes concerned about your child you will be contacted immediately by their class teacher or the academy's SENCO, Mrs Laura Niemczyk.

Who are the best people to talk to in the academy about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Your child's class teacher is always the first point of contact if you have any queries or concerns around your child's progress. This person knows your child and their learning qualities the best and therefore will be able to answer questions immediately. If you wish for the SENCO to be present at any of the meetings that you request, please contact the school office.

Class Teacher

Responsible for:

- Ensuring that each child within their class receives a high quality, differentiated curriculum.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional

support) and letting the SENCo know as necessary. From this, additional advice and support can be drawn up, taking strategies for different programmes if necessary.

- Updating pupil profiles/passports and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child under their direction, are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the academy's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO- Special Needs and Disabilities Coordinator- Mrs Niemczyk
Responsible for:

- Coordinating all the support for children with Special Educational Needs or Disabilities (SEND) and developing the academy's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into the academy to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the academy's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the academy so they can help children with SEND in the academy achieve the best progress possible.
- Creating pupil passports to ensure that all staff who work with your child are aware of their needs and difficulties.
- Monitoring the teaching of SEND and ensuring that 'Quality First Teaching' is taking place in all classrooms.
- Monitoring of interventions and LSA support half-termly to ensure the appropriate challenge is in place.
- Liaising with the SEND link governor, Father Chris Routledge, to ensure that we are held to account for our provision which is then jointly fed back to governors.
- The day-to-day management of SEND, ensuring children's individual needs are met and ensuring children are making progress.

Principal
Responsible for:

- The day-to-day management of all aspects of the academy.
- The Principal will give responsibility to the SENCO and class teachers.

- The Principal must make sure that the Governing Body is kept up to date about any issues in the academy relating to SEND.

SEN Link Governor- Father Chris Routledge

Responsible for:

- Making sure that the necessary support is made for any child who attends the academy who has SEND, by meeting with the SENCO on a regular basis to challenge and support and reporting back to the governing body.

How will the academy let me know about my child's difficulties with learning/ Special Educational Needs or disability (SEND)? How will they involve pupils and their parents/carers in identifying Special Educational Needs and planning to meet them?

If your child is then identified as not making progress, the academy will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too. We will not make any referrals without your input and consent. We will also listen to any concerns that you have concerning home behaviour and understanding and support you with strategies to use at home.
- If your child is receiving any additional intervention outside of the classroom learning, you will be notified by letter. This is sent out each half term as the provision changes. This does not necessarily mean that your child is on the SEN register, just that additional provision has been targeted to accelerate progress.
- Where appropriate we will write a pupil passport or action plan outlining agreed next steps. This will detail any strengths, likes and dislikes, how your child likes to learn and any other information relevant to him/her as well as 3 main targets to support academic progress being made.
- We hold a review meeting every term, which allows all agencies supporting the child to come together with you as parents/carers, to look at the progress being made and celebrate successes. It also gives us chance to plan for our next steps together.
- Plan any additional support your child may receive- this may include home learning. This gives you a chance to come in and see how we teach certain strategies. It will also include any in-class support needed with a teaching assistant.
- Our staff are always available at mutually convenient times to discuss any concerns you may have about your child. Each class holds a weekly drop in session that is open to parents to attend. All information is sent out in topic leaflets each term.
- Children with communication difficulties are provided with a home-link book. This tells you about the sort of activities your child has been undertaking at the academy, so that you can discuss these at home.
- We also have many computer based learning tools which can be accessed from home and take the form of exciting games.

What are the different types of support available for children with SEND at Sun Academy Bradwell?

1. Quality First Teaching. Class teacher input via excellent targeted classroom teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based upon developing what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. Within our everyday planning, we ensure that we plan a range of activities that cater for all learning styles- visual, auditory and kinesthetic.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in the academy should be getting this as a part of excellent classroom practice when needed.

2. Specific group work with in a smaller group of children.

These groups, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice: SEN - which means they have been identified by the class teacher as needing some extra support in the academy.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.
- A teaching assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

As children's individual needs become more apparent, additional support and advice can be sought from a wide range of professionals to allow the best provision and progress for your child.

Stage of SEN Code of Practice:

"School Based Support" is the initial stage of this cycle. Children are identified as having an additional requirement that can be met by making 'reasonable adjustments' within the classroom. This means that children may require an additional resource to support their

reading, writing or maths work or a time out system to manage their social and emotional well-being. As a school, we have a list of reasonable adjustment to give teachers a range of strategies to meet the 4 different criteria in the SEN Code of Practice.

“SEN Support” - which means they have been identified by the class teacher/SENCO/Advisory Teacher as needing some extra specialist support in the academy from a professional outside the academy. This may be from:

- Local Authority central services such as the Visual Impairment Team, Behaviour Support
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.
- You may be asked to give your permission for the academy to refer your child to a specialist professional e.g. a Speech and Language Therapist, SENSS or Educational Psychologist. This will help the academy and yourself understand your child’s particular needs better and be able to support them better in the academy.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by academy staff under the guidance of the outside professional e.g. a social skills group.
 - A group or individual work with outside professional.
- The academy may suggest that your child needs some agree individual support in the academy. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support- EHCP

This is usually provided via a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the academy.

Usually your child will also need specialist support in the academy from a professional outside the academy. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The academy (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the academy have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support based around the assess, plan, do, review cycle.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How does Sun Academy Bradwell use other adults to support the learning of our children?

- Our SENCO helps to lead a team of talented support staff who are all trained to support pupils with a wide range of educational, social and emotional needs.
- Our team is able to undertake small group work or one-to-one support, as appropriate to meet the needs of pupils with Special Educational Needs or disabilities.
- We have regular contacts with Autism Outreach Services, Occupational Therapy and the Visual impairment Team.
- Our Senior leaders and SENCO analyse pupil performance data half-termly to ensure every child is making the best possible progress.
- We have a dedicated Educational Psychologist and SENSS team, who visits our academy regularly to observe and assess pupils, and offer advice and support to both home and the academy.

How do we use specialist resources to support pupils with Special Educational Needs?

- We have a range of areas within the school that are available for additional intervention as well as a dedicated nurture room including sensory areas, soft play areas and daily life activities.
- Our SEND team make bespoke individual resources for pupils with Special Educational Needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- We have a wide range of engaging intervention programmes to support children's

additional learning that are structured to provide the correct level of support.

- We have a wide range of ICT equipment available to help motivate pupils and access learning. These include iPads, programmable toys (Beebots), talking tins, Easi-Speak microphones and talking books.
- We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, or handrails and steps in toilets.
- We use a range of software on our academy learning platform/website to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.

How do we modify our teaching approaches for children with SEND?

- All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN – specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; speech, language and communication needs; and social and emotional difficulties.
- We have a member of staff with a degree in dyslexia who can advise all staff on the best way to ensure progress for children with dyslexic tendencies.
- We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including picture exchange cards, objects of reference and individual workstation tasks.
- We are a very inclusive academy. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- We use additional schemes/materials so that staff can use as a resource to ensure work is always at the right level for pupils with Special Educational Needs, or those who are gifted and talented.
- We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.

How we assess pupil progress towards the outcomes we have targeted for pupils?

How we review this progress so that pupils stay on track to make at least good progress (including how we involve pupils and their parents/carers)?

- In the Foundation Stage we track progress against the Early Years Learning goals and age bands outlined in Development Matters.
- In Key Stage One we continue to use the Early Years Profile to assess learning if the individual child is still working at this stage of development. When a child is ready, we begin to use the National Curriculum linked to the appropriate stage.
- We use an online system called DC Pro, to track pupil attainment and progress against

targets. This information is then used by class teachers, subject leaders and the SENCO to ensure that we are targeting the correct children for maths, writing or reading.

- We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.
- Parents of children with Special Educational Needs are invited to a special review meeting each term where we discuss progress and set individual education plans outlining small step progress targets.
- Targets are set in consultation with parents and other professionals involved in the care and education of the child. Our leadership team analyse the progress of every child each half-term and these results are discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is causing concern, and liaises with the SENCO about the appropriateness of writing a learning passport for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible.
- We use staff meetings to get all teachers alongside teaching assistants to moderate anonymous pieces of work to check our judgements are correct. We set challenging targets that are based on nationally agreed guidelines on progress.
- We check how well a pupil makes progress in each lesson. Levels on the front of the children's books help them to understand what is expected of them if they are to succeed.

What extra support we bring in to help us meet SEN – services; expertise. How do we work together collaboratively?

- We can access support from specialist teachers for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- The school commissions educational psychologist support for assessment, advice and training.
- We receive support from an Early Years SENCO to support transition from day nurseries into our setting where all previous knowledge and expertise are shared to ensure progress continues.
- We seek support from Speech And Language Therapy (SALT) to train our staff and advise on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy.
- We have access to a hub where referrals can be made to the school nurse. We can request advice and support at any point within the year.

- We seek support from Occupational Therapy and Physiotherapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities. We also regularly access support from Outreach services for additional advice and guidance about specific children.
- Together we review your child's progress and agree what everyone will do to make teaching more effective and learning easier. We always seek the voice of the child when carrying out reviews, whether they come in person, if appropriate or they complete a pupil voice sheet, with help if necessary.

What other activities are available for pupils with SEN in addition to the curriculum?

- As an academy we feel strongly that all children should be given the opportunity to pursue an interest or hobby which may be suited by attending a school club.
- We have trained staff capable of looking after pupils with both special educational needs and disabilities.
- We have termly educational visits, and many other visitors to the academy bring our curriculum to life. Pupils with Special Educational Needs and Disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.

How do we support pupils in their transition into our school and when they leave us?

- Children who join our academy in nursery are welcomed into our academy community with a visit to their current setting by the EYFS leader and their key worker, followed by a meeting in the academy. A series of parent and child 'taster' sessions (Play and Stay) follows after summer term in preparation for their September start.
- We liaise closely with Early Years SENCOs and SENCOs from day settings who support children with SEN when they make the transition to our nursery from pre-school settings.
- Transition to Reception, and then into each successive year-group, is supported by meetings, and taster sessions in each new class.
- Parents and children who are joining our academy mid-term are encouraged to visit the academy before they start.
- When we are aware that pupils joining us from other settings have identified special educational needs, we will arrange a visit to observe them in their familiar environment.
- We hold transition meetings with Year 7 leaders and Secondary School SENCOs in the 2nd part of the summer term (earlier if needed) to chat through the strategies that have worked with specific children and the recommendations for support in secondary school. This is also a chance to make specific arrangements for specific children. During the transition to Year 7 project we also take the children to the secondary schools for learning activities which mostly take place throughout the whole of year 5.
- For children with more complex needs, our SENCO will visit the secondary school with the parents and child, if it is felt that this will support the transition.

- From this, additional transition visits can be arranged between both schools to support the child as needed.

How does additional funding work?

- Schools receive funding for all pupils with Special Educational Needs and we can apply to The Local Authority for top-up funding for pupils with a higher level of need.
- If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

How are parents and children involved in academy life?

- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our children are made aware of the support that surrounds them in the academy. They know who to talk to if that are worried or have any concerns they want to share. Appointments can be made via the school office for the relevant member of staff.
- The academy always welcomes parents into the academy and encourages them to discuss any issues however small they feel they are.
- Parents are welcome in the academy as volunteers in classrooms, providing a vital extra pair of hands that enhances our provision and celebrates our partnership working.
- We invite parents into the academy to have coffee for breakfast club on a Friday and parents have warmly welcomed to our class creative learning mornings and other exciting subject specific activities.

Where can parents/carers get extra support?

- Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- The SEND Family Partnership can offer advice and support to parents of pupils with special educational needs or disabilities. Information is available from our school information stand located inside the school office.
- Our SENCO or home school links worker can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child.
- Further information including the Staffordshire County Council Local offer and other information can be found at <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

What can parents do if they are not happy with a decision or what is happening?

- Our academy operates an open door policy. Your first point of contact is your child's class teacher, who is always available at a mutually convenient. In addition, our SENCO is here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Principal. If she cannot solve your issues, then you may speak to any of our academy governors. We have a governor responsible for SEND, Father Chris Routledge, who may be contacted through the clerk to the governors at the main school office.
- If your concern is with the Local Authority, follow a similar path. The person who will log and track your complaint is the Principal.
- The Local Authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the Local Authority that you are happy with.
- Staffordshire SEND Family Partnerships can be contacted to support parents if they are unhappy with provision or services. The contact number is 01785 356921. If you parents feel that this needs to go further, all information is available on this website <https://www.staffs-iass.org/home.aspx>
- Parents can, if they feel that they have exhausted all of the routes available to them, contact Academy Transformation Trust. Contact details are available via the Academy Principal.